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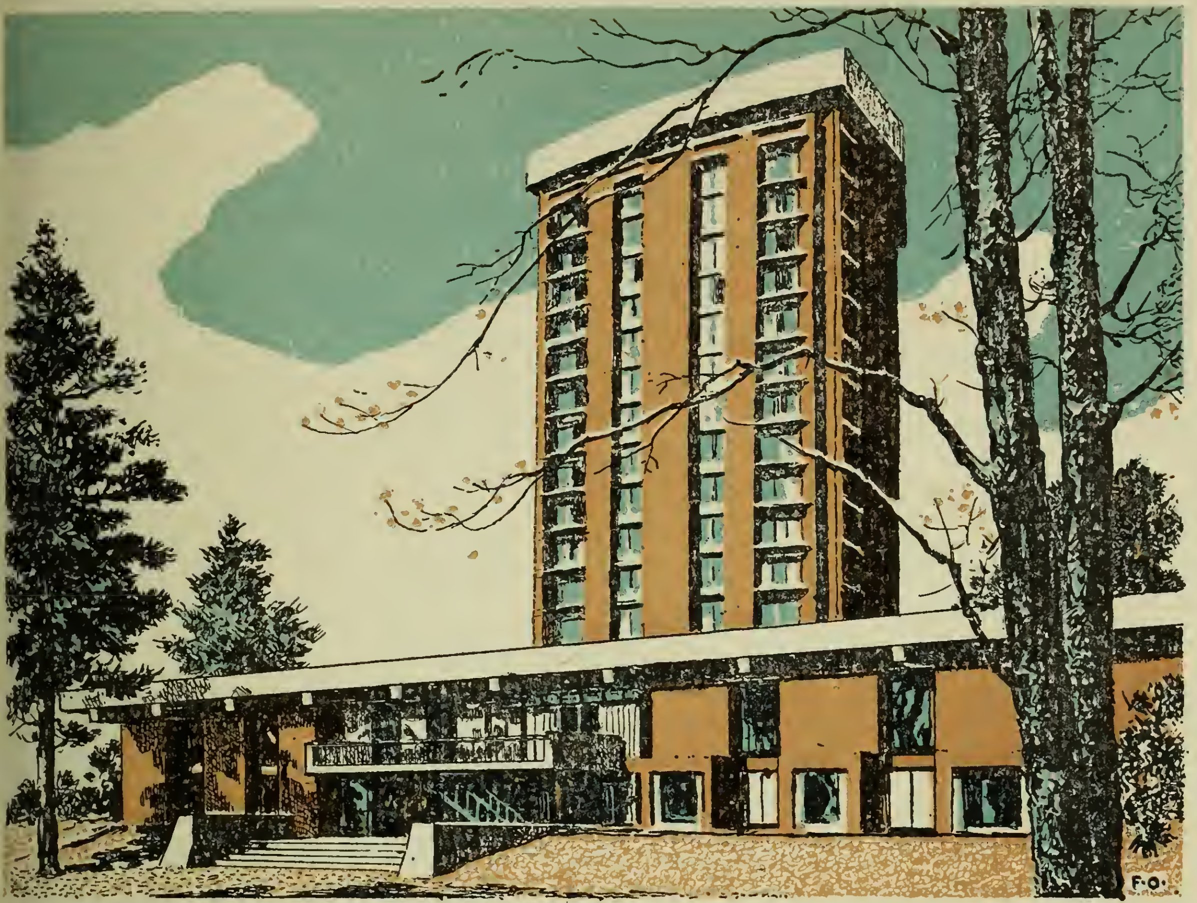

Senior Center

BOWDOIN COLLEGE BULLETIN

Number 358

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Sessions of 1965-1966

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Bowdoin College Bulletin

Sessions of 1965-1966

Number 358

Ut Aquila Versus Coelum

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COLLEGE CALENDAR

1965-1966

1965

September 14, *Tuesday*. Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 16, *Thursday*. Rooms ready for occupancy by Freshmen for the Fall Semester.

September 17, *Friday*. Placement tests and conferences for Freshmen.

September 20, *Monday*. Fall Semester of the 164th academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 21, *Tuesday*. Registration. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 22, *Wednesday*. First classes.

October 5, *Tuesday*. Evening major meetings.

October 19, *Tuesday*. Evening major meetings.

October 20, *Wednesday*. Freshman review.

October 23, *Saturday*. Alumni Day. A holiday.

October 29, *Friday*. James Bowdoin Day.

October 30, *Saturday*. Parents' Day.

November 2, *Tuesday*. Evening major meetings.

November 16, *Tuesday*. Evening major meetings.

November 22, *Monday*. Midsemester review of classes.

November 24, *Wednesday*. Thanksgiving recess begins, 12:00 noon.

November 29, *Monday*. Thanksgiving recess ends, 8:00 A.M.

November 29, *Monday*. Last day for filing applications for scholarship aid during the Spring Semester.

December 7, *Tuesday*. Evening major meetings.

December 17, *Friday*. Christmas vacation begins, 12:00 noon.

1966

January 4, *Tuesday*. Christmas vacation ends, 8:00 A.M.

January 11, *Tuesday*. Evening major meetings.

January 19-*January* 29, *Wednesday-Saturday*. Review period and examinations of the Fall Semester.

January 29, *Saturday*. Stated Winter meetings of the Governing Boards.

February 2, *Wednesday*. Spring Semester begins, 8:00 A.M.

February 8, *Tuesday*. Evening major meetings.

February 12, *Saturday*. Winter Houseparty. A holiday.

February 22, *Tuesday*. Evening major meetings.

March 7, *Monday*. State of Maine Scholarship examinations.

March 8, *Tuesday*. Evening major meetings.

March 22, *Tuesday*. Evening major meetings.

March 25, *Friday*. Midsemester review of classes.

March 25, *Friday*. Spring vacation begins, 12:00 noon.

April 5, *Tuesday*. Spring vacation ends, 8:00 A.M.

April 5, *Tuesday*. Last day for filing applications for scholarship aid for the academic year 1966-1967.

April 12, *Tuesday*. Evening major meetings.

April 26, *Tuesday*. Evening major meetings.

May 14, *Saturday*. Ivy Day. A holiday.

May 16, *Monday*. Last day for filing applications for all graduate scholarships.

May 21, *Saturday*. Last day of classes of the Spring Semester.

May 23-*June* 7, *Monday-Tuesday*. Review period and examinations of the Spring Semester.

May 25-26, *Wednesday-Thursday*. Written major examinations for Seniors.

May 27-28, *Friday-Saturday*. Oral major examinations for Seniors.

June 5, *Sunday*. Baccalaureate Address in the First Parish Church.

June 9, *Thursday*. Stated meetings of the Governing Boards.

June 10, *Friday*. Commissioning Exercises of the United States Army Reserve, Walker Art Building terrace, 11:00 A.M.

June 11, *Saturday*. The 161st Commencement Exercises in the First Parish Church, 10:00 A.M.

September 13, *Tuesday*. Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 15, *Thursday*. Rooms ready for occupancy by Freshmen for the Fall Semester.

September 16, *Friday*. Placement tests and conferences for Freshmen.

September 19, *Monday*. Fall Semester of the 165th academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 20, *Tuesday*. Registration. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 21, *Wednesday*. First classes.

October 15, *Saturday*. Alumni Day. A holiday.

November 23, *Wednesday*. Thanksgiving recess begins, 12:00 noon.

November 28, *Monday*. Thanksgiving recess ends, 8:00 A.M.

December 16, *Friday*. Christmas vacation begins, 12:00 noon.

1967

January 4, *Wednesday*. Christmas vacation ends, 8:00 A.M.

January 18-*January* 28, *Wednesday-Saturday*. Review period and examinations of the Fall Semester.

February 1, *Wednesday*. Spring Semester begins.

March 24, *Friday*. Spring vacation begins, 12:00 noon.

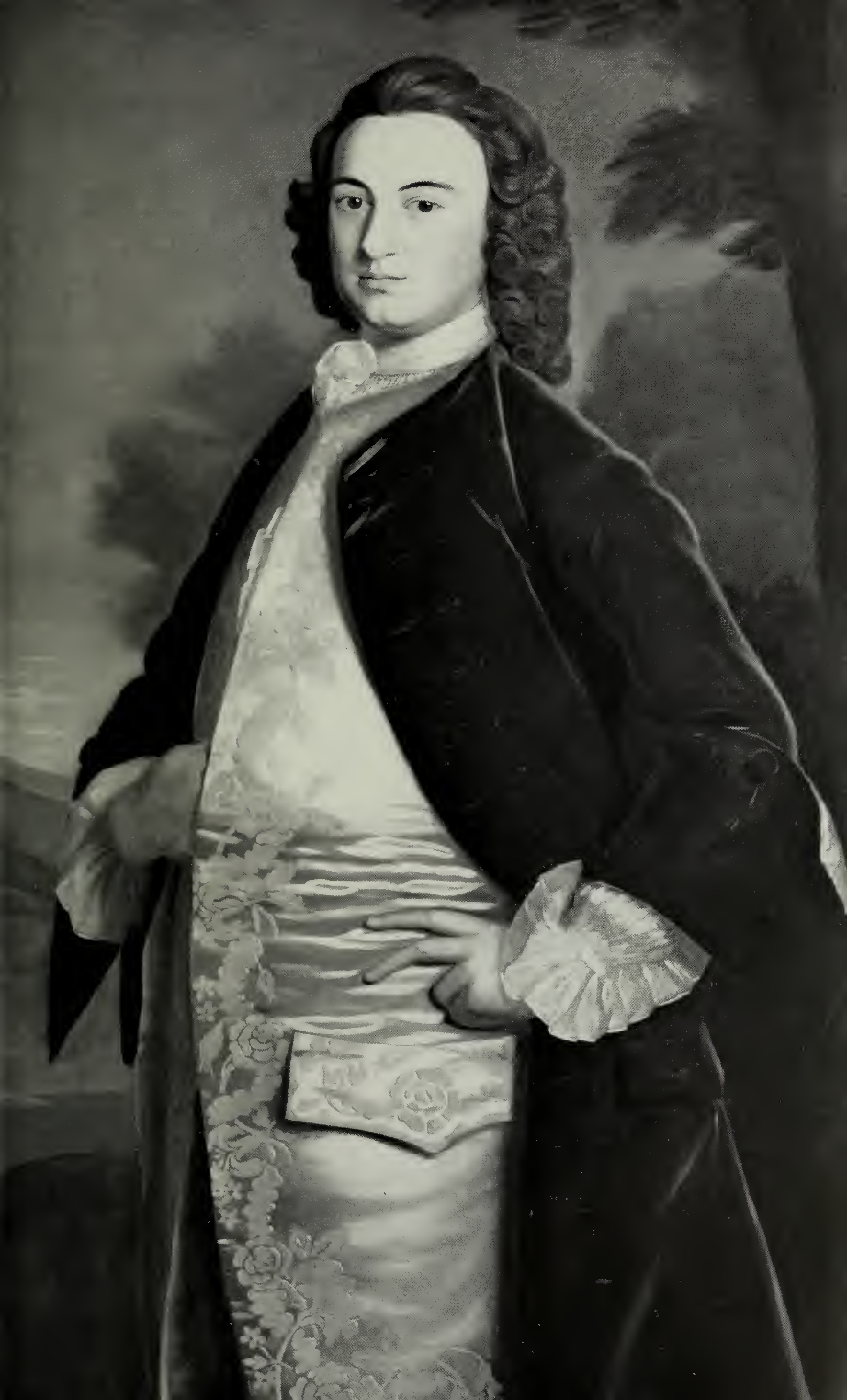
April 4, *Tuesday*. Spring vacation ends, 8:00 A.M.

May 13, *Saturday*. Ivy Day. A holiday.

May 22-*June* 6, *Monday-Tuesday*. Review period and examinations of the Spring Semester.

June 10, *Saturday*. The 162nd Commencement Exercises.

The Honorable James Bowdoin (1726-1790), *colonial governor of Massachusetts, for whom the College was named. The portrait by Robert Feke is part of a distinguished collection of colonial portraits in the Walker Art Building.* →



MASSACHUSETTS HALL

Bowdoin College: an Historical Sketch

BOWDOIN College was established by charter from the General Court of Massachusetts, June 24, 1794, after repeated petitions to the State by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Practical establishment of the College was more difficult, however, than the securing of a charter. The lands granted the College by the General Court were not readily convertible into cash. Gifts for its operation were slow in coming—except for one handsome donation by James Bowdoin III, son of the late Governor of Massachusetts, whom the College honors in its name. Brunswick was selected as a proper site in 1796, but the erection of a building to house the College was not accomplished until 1802. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day the College began its active educational life with eight students and one faculty member, in addition to its president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was distinguished as a diplomat, as a statesman, and as a gentleman of broad culture; and the inheritance of his extensive library and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's Secretary of the Treasury; Franklin Pierce (1824), fourteenth President of the United States; and Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825.

← *Massachusetts Hall, the original building of the College, was planned in* 1798 *and completed in* 1802. *When the College opened, it housed the President, the single professor, and the eight students of the Class of* 1806.

The traditions of the College and its pattern of conservatively progressive education were established in its first quarter century. Hardly had Longfellow been graduated from Bowdoin before he went abroad to qualify himself as a pioneer teacher—first at Bowdoin, later at Harvard—of modern languages.

In 1820 the College established a Medical School, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and, to a lesser extent, elsewhere. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth was slow and steady. Social fraternities appeared on the campus in the 1840's, followed by organized athletics in the late 1850's. *The Bowdoin Orient,* which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin.* During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris' short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and Governor of the State for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an Engineering School in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), the first to reach the North Pole.

President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the Faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two years' interregnum, of the

Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915; the endowment in the same period from $378,273 to $2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirit of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and increasingly respected status as a country-wide college. Physical facilities were improved and increased. The Faculty grew from thirty-one to eighty-one; enrollment, from 400 to double that figure; and endowment, from $2,473,451 to $12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. Committed by training and conviction to the ideals initiated and carried forward by Presidents Hyde and Sills, Dr. Coles has encouraged the continual reassessment of these objectives and the estimation of the measure of their attainment through the institution of a comprehensive review of the educational program by the Faculty and Governing Boards. A Faculty Committee on Self Study, after three years of intensive work, made many recommendations for improvements, most of which have since been adopted by the Faculty and Governing Boards.

Among the advances now being implemented are an added emphasis upon written and oral expression in *all* courses, increased aural and oral drill in foreign languages, extension of honors work to all gifted students, the introduction of new courses into the curriculum and the revision of the content of other courses, and the initiation of an Undergraduate Research Fellowship Program.

Beginning with the summer of 1959, the College has conducted institutes for secondary school teachers in the field of science. Each institute offers credit at a graduate level. In the field of mathematics the degree of Master of Arts is offered those successfully completing four of these summer institutes. Beginning with the fall of 1961 the College has each year admitted ten secondary school teachers of mathematics to an Academic Year Institute. Successful completion of this program leads to the award of the degree of Master of Arts.

The physical side of the College has not been neglected. In 1954 the Gibson Hall of Music was opened; in 1955 the Pickard Theater in Memorial Hall was completed; in 1956 the Arena for hockey and skating; in 1957 an addition to the Dudley Coe Infirmary; and in 1958 a sixth dormitory, Coleman Hall, was completed.

But by far the most exciting and stimulating program is the one currently in progress. The Governing Boards, in accepting Bowdoin's responsibilities in an expanding and rapidly changing universe, have boldly undertaken a program of further development by seeking to add $31,800,000 to the college resources by 1972. The need of attracting and holding a faculty of the highest caliber, the demand for increased scholarships in order that the student body may continue to reflect a cross section of our society, and the expansion of the physical plant to keep pace with the educational program are held to be essential in maintaining the proud traditions of Bowdoin in furthering its historic mission to serve the common good.

In the fall of 1964 the College inaugurated a pioneering development in liberal arts education: The Bowdoin College Senior Center Program. Its object is to offer the college Senior a more meaningful and rewarding educational experience as the climax to his undergraduate years. A group of three buildings was built to house the Program. Expanded opportunities for independent study and the introduction of Senior Seminars are the most significant features of the new curriculum for Seniors.

A new library, a new gymnasium, and an addition to the Moulton Union, the campus student center, were completed and opened this fall. The interiors of Maine, Winthrop, and Appleton Halls, the three oldest dormitories, will have been completely renovated by June of next year. A major addition to the Walker Art Building and the renovation of Hubbard Hall (the old library building) to provide additional instructional facilities will round out the most ambitious building program in the College's history.

Bowdoin: A Liberal College

FROM an outdoor platform built in a cleared space among the college pines, President Joseph McKeen, one hundred and sixty-three years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program were creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century and a half later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and, while still preparing many for law, medicine, teaching, and theology, would be educating an equal or greater number who looked forward to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the College has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employments. But such training is merely incidental to a larger objective. Whether through its catholic subject matter: sciences, social studies, literature, philosophy, and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of the culture of the Western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.

The College still insists that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the college environment is an educator. The fraternity houses and dormitories, athletic and nonathletic activities, the constant association of students in a close-knit rather than a dispersed college community—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly insists they must not limit their interests; they must at least sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man must realize that men are moved by visions; the aesthete must appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal college must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."

From the College Charter (1794)

. . . And be it further enacted . . . that the clear Rents, Issues, and Profits of all the Estate real and personal of which the said Corporation shall be Seized or Possessed, shall be Appropriated to the Endowment of said College in such a Manner as shall most Effectually Promote Virtue and Piety and the Knowledge of such of the Languages and of the Useful and Liberal Arts and Sciences as shall hereafter be Directed from Time to Time by the said Corporation. . . .

The Offer of the College

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians,—this is the offer of the College for the best four years of your life.

William DeWitt Hyde
President of Bowdoin College (1885-1917)

Knowledge, Virtue, and Piety

. . . there will always be need for Bowdoin as a Christian college. She will remain so, and will, with the help and guidance of God, continue to educate youth in knowledge and in virtue and in piety.

—*Inaugural Address* (1952)

James Stacy Coles
President of Bowdoin College

Officers of Government

PRESIDENT OF THE COLLEGE

James Stacy Coles, Ph.D., D.Sc., LL.D.

TREASURER OF THE COLLEGE

Charles William Allen, A.B., J.D.

PRESIDENT AND TRUSTEES

James Stacy Coles, Ph.D., D.Sc., LL.D., *President, ex officio.*	*Brunswick*
William Dunning Ireland, A.M., *Vice-President.*	*Brunswick*
Earle Spaulding Thompson, LL.D.	*New York, N. Y.*
John Henry Halford, A.M.	*Norristown, Pa.*
John Lincoln Baxter, A.M.	*Topsham*
Charles William Allen, A.B., J.D., *Treasurer, ex officio.*	*Portland*
Benjamin Robert Shute, A.B., LL.B.	*New York, N. Y.*
Sanford Burnham Cousins, A.B.	*Brunswick*
Widgery Thomas, A.B.	*Portland*
John Coleman Pickard, A.B.	*Wilmington, Del.*
*Brigadier General Boyd Wheeler Bartlett, Ph.D., Sc.D., U.S.A. (Retired).	
Alfred Shirley Gray, A.B., B.B.A.	*Chicago, Ill.*
Frederick Powers Perkins, B.S.	*Hartford, Conn.*

John Fessenden Dana, LL.D., *Trustee Emeritus.*	*Portland*
Melvin Thomas Copeland, Ph.D., Sc.D., *Trustee Emeritus.*	*Annisquam, Mass.*
Charles Austin Cary, LL.D., *Trustee Emeritus.*	*Wilmington, Del.*
George William Burpee, Sc.D., *Trustee Emeritus.*	*New York, N. Y.*

Karl Russell Philbrick, A.B., M.B.A., *Secretary.*	*Bangor*

* Died June 24, 1965.

OVERSEERS

Roy Anderson Foulke, A.M., *President.*	*Bronxville, N. Y.*
Louis Bernstein, A.B., *Vice-President.*	*Portland*
Philip Greely Clifford, D.C.L.	*Portland*
*Clement Franklin Robinson, A.M., LL.B.	
Honorable Robert Hale, LL.D.	*Washington, D. C.*
Austin Harbutt MacCormick, Sc.D., LL.D.	*New York, N. Y.*
†Honorable Harold Hitz Burton, Jur.D., LL.D.	
Sumner Tucker Pike, Sc.D., LL.D.	*Lubec*
William Robert Crowley, A.M.	*Bangor*
Paul Kendall Niven, A.M.	*Brunswick*
Allan Woodcock, M.D., Sc.D.	*Bangor*
Leon Valentine Walker, A.B., LL.B.	*Portland*
Reverend Joseph Cony MacDonald, D.D.	*Wilton*
Ezra Pike Rounds, A.B.	*Exeter, N. H.*
Honorable Horace Augustine Hildreth, Ed.D., D.C.L., LL.D.	*Portland*
Frank Caradoc Evans, A.M.	*Wilmington, Del.*
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Paul Sibley, B.S.	*Worcester, Mass.*
Gerald Walter Blakeley, Jr., A.B.	*Boston, Mass.*
Charles Manson Barbour, Jr., M.D., C.M.	*West Hartford, Conn.*

* Died December 13, 1964.

† Died October 28, 1964.

Leland Matthew Goodrich, Ph.D., Sc.D.	*New York, N. Y.*
William Hodding Carter, Litt.D., L.H.D., LL.D.	*Greenville, Miss.*
George Basil Knox, B.S., M.B.A.	*Los Angeles, Calif.*
Everett Parker Pope, A.M.	*Boston, Mass.*
Charles Thomas Ireland, Jr., A.B., LL.B.	*Chappaqua, N. Y.*
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Donald Wedgwood Webber, LL.B., L.H.D.	*Auburn*
Merton Goodell Henry, A.B., LL.B.	*Portland*
Ralph Trafton Ogden, M.D.	*West Hartford, Conn.*
George Osgood Cutter, B.S., M.B.A.	*Birmingham, Mich.*
Jotham Donnell Pierce, A.B., LL.B.	*Portland*
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Nathan Ira Greene, A.B.	*Waltham, Mass.*
William Butler Mills, A.M., LL.B.	*Jacksonville, Fla.*
Marshall Swan, A.B., LL.B.	*Barrington, R. I.*
William Henry Gulliver, Jr., A.B., LL.B.	*Wellesley, Mass.*
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John Chauncey Donovan, A.B. *(Bates),* A.M., Ph.D. *(Harvard), DeAlva Stanwood Alexander Professor of Government* (after February 3, 1965). 56 Federal Street

Edward Joseph Geary, A.B. *(Maine),* A.M., Ph.D. *(Columbia),* hon. M.A. *(Harvard), Professor of Romance Languages.*

Paul Vernon Hazelton, B.S. *(Bowdoin),* Ed.M. *(Harvard), Associate Professor of Education.* 33 Elm Street, Topsham

Arthur LeRoy Greason, Jr., A.B. *(Wesleyan),* A.M., Ph.D. *(Harvard), Dean of Students, and Associate Professor of English.* 4 Stowe Lane

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Robert Kingdon Beckwith, B.S. *(Lehigh),* M.S. *(Juilliard), Associate Professor of Music.* 31 Magean Street

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Elroy Osborne LaCasce, Jr., A.B. *(Bowdoin),* A.M. *(Harvard),* Ph.D. *(Brown), Associate Professor of Physics.* 86 Federal Street (Apt. A)

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Lloyd Dodge Fernald, Jr., A.B. *(Amherst),* Ed.M. *(Harvard),* Ph.D. *(Cornell), Associate Professor of Psychology.* (On leave of absence.)

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* Died January 18, 1965.

Gerald Kamber, A.B. *(Rutgers)*, A.M. *(Middlebury)*, Ph.D. *(Johns Hopkins)*, *Associate Professor of Romance Languages.*
12 Bowdoin Street

Dana Walker Mayo, B.S. *(Massachusetts Institute of Technology)*, Ph.D. *(Indiana)*, *Associate Professor of Chemistry.* 26 Magean Street

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Charles Douglas McGee, B.S., A.M. *(Northwestern)*, Ph.D. *(Harvard)*, *Associate Professor of Philosophy.*
Harraseeket Road, South Freeport

Robert Raymond Nunn, A.B. *(Rutgers)*, A.M. *(Middlebury)*, *Assistant Professor of Romance Languages.* 8 Hawthorne Street

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James Lee Hodge, A.B. *(Tufts)*, A.M., Ph.D. *(Pennsylvania State)*, *Assistant Professor of German.* 46 Stanwood Street

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Harutune Hovanes Mikaelian, B.S. *(Boston College)*, Ph.D. *(Brandeis)*, *Assistant Professor of Psychology.* 8 Cleaveland Street (Apt. A)

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254 Maine Street

Richard Sherman Fleming, A.B. *(Pennsylvania)*, Major, U.S.A., *Assistant Professor of Military Science.* 262 Maine Street

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John LaFollette Howland, A.B. *(Bowdoin)*, Ph.D. *(Harvard), Assistant Professor of Biology.* 25 Magean Street

Daniel Levine, A.B. *(Antioch)*, A.M., Ph.D. *(Northwestern), Assistant Professor of History.* (On leave of absence in the Spring Semester.) Mere Point Road

Donald Geikie Adam, A.B. *(Harvard)*, Ph.D. *(Rochester), Assistant Professor of English.* 36 Longfellow Avenue

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Reginald Lee Hannaford, A.B., Ed.M. *(Harvard)*, B.Litt. *(Oxford), Assistant Professor of English.* Durham Road

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Elliott Shelling Schwartz, A.B., A.M., Ed.D. *(Columbia), Assistant Professor of Music.* 6 Bowker Street

Jerry Wayne Brown, A.B. *(Harvard)*, B.D. *(Eastern Baptist Theological Seminary)*, A.M. *(Pennsylvania, Princeton)*, Ph.D. *(Princeton), Assistant Professor of Religion.* Senior Center

Jerry George Williamson, B.S. *(Oklahoma State)*, Captain, U.S.A., *Assistant Professor of Military Science.* 17 Wilson Street, Topsham

John LeRoy McEntaffer, B.S. *(Iowa State)*, A.M., Ph.D. *(Boston College), Assistant Professor of Economics.* Hillside Road

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Robert Wells Johnson, A.B. *(Amherst)*, M.S., Ph.D. *(Massachusetts Institute of Technology), Assistant Professor of Mathematics.* 2 Oakland Street

Charles Alfred Grobe, Jr., B.S., M.S., Ph.D. *(Michigan), Assistant Professor of Mathematics.* 10 Bowdoin Street

Walter Reed Boland, A.B., A.M. *(Michigan), Assistant Professor of Sociology.* 2 Braemar Road

Radcliffe Golder Mitchell, Jr., B.S. *(Norwich),* Captain, U.S.A., *Assistant Professor of Military Science* (after April 13, 1965). 3 Pierce Lane

Albert Myrick Freeman III, A.B. *(Cornell),* A.M. *(University of Washington), Assistant Professor of Economics.*

John Eugene Sheats, B.S. *(Duke), Assistant Professor of Chemistry.*

Barry Miller Mitchell, A.B., A.M. *(Toronto),* Ph.D. *(Brown), Assistant Professor of Mathematics.*

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Irving David Fisher, A.B. *(Connecticut),* A.M. *(Columbia), Visiting Lecturer in Government.*

John McKee, A.B. *(Dartmouth),* A.M. *(Princeton), Instructor in Romance Languages.* (On leave of absence in the Fall Semester.) B-1 Brunswick Apts.

Clarence Paul Ryan, A.B. *(Pittsburgh),* A.M. *(Harvard), Instructor in Classics.* 84 Federal Street (Apt. B)

Lawrence Parkus, A.B. *(Johns Hopkins), Instructor in Government.* (On leave of absence.)

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Robert Charles Mellow, A.B. *(Harvard)*, A.M. *(Middlebury)*, *Associate Director of Admissions, and Instructor in English* (after February 3, 1965). 167 Park Row

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Sidney John Watson, B.S. *(Northeastern)*, *Coach of Hockey, and Assistant Coach of Football and Lacrosse.* 270 Maine Street

Peter Kostacopoulos, B.S. *(Maine)*, *Coach of Football, and Coach of Freshman Baseball.* 1495 Washington Avenue, Portland

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Mike Linkovich, A.B. *(Davis and Elkins)*, *Assistant Coach, and Trainer in the Department of Physical Education.* 33 Longfellow Avenue

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Athletics: The Dean of the College, *Chairman;* the Dean of Students, the Faculty Members of the Governing Boards Committee on Physical Education (Messrs. Dane and Thayer), and the Director of Athletics.

Chapel-Forum Program: The Dean of Students, *Chairman;* and Messrs. J. W. Brown, Chittim, Hannaford, Wilder, and two students selected by the Student Council.

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Faculty Research: The President, *Chairman* (ex officio); and Messrs. Fuchs, Helmreich, Howland, and Stoddard.

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* Fall Semester only.

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Student Awards: Mr. Thayer, *Chairman;* and Messrs. Geary, Geoghegan, Howell, Huntington, and Hussey.

Student Life: The Dean of Students, *Chairman;* the Dean of the College (ex officio); and the advisers to students and student groups. *Executive Committee:* The Dean of Students, *Chairman;* and Messrs. Boland, Gustafson, Howell, *Levine, C. D. McGee, and Wilder.

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Educational Television: Mr. Beam, *Chairman;* and Messrs. Greason and Gustafson.

Institute on Carl Ruggles: Mr. Beckwith, *Chairman;* and Messrs. Hannaford, Sadik, Schwartz, and Whiteside.

Officers of Administration

Sometime during the coming year the offices of General Administration, the Admissions Office, the Business Office, and the Offices of the Executive Secretary will move to the administrative section at the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. Also, the Library will move from Hubbard Hall to the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The other offices will remain in their present locations.

GENERAL ADMINISTRATION

James Stacy Coles, B.S. *(Mansfield)*, A.B., A.M., Ph.D. *(Columbia)*, D.Sc. *(New Brunswick)*, LL.D. *(Brown, Maine, Colby, Columbia, Middlebury)*, Sc.D. *(Merrimack)*, *President.* Massachusetts Hall

Nathaniel Cooper Kendrick, A.B. *(Rochester)*, A.M., Ph.D. *(Harvard)*, *Dean of the College.* Massachusetts Hall

Arthur LeRoy Greason, Jr., A.B. *(Wesleyan)*, A.M., Ph.D. *(Harvard)*, *Dean of Students.* Massachusetts Hall

Philip Sawyer Wilder, B.S. *(Bowdoin)*, Ed.M. *(Harvard)*, *Assistant to the President, and Director of Student Aid.* Massachusetts Hall

Miss Helen Buffum Johnson, *Registrar.* Massachusetts Hall

Charles Richard Toomajian, Jr., A.B. *(Bowdoin)*, *Administrative Assistant to the Dean of Students.* Massachusetts Hall

Miss Kathryn Drusilla Fielding, A.B. *(Connecticut College)*, *Secretary to the President.* Massachusetts Hall

ADMISSIONS OFFICE

Hubert Seely Shaw, B.S. *(Bowdoin)*, A.M. *(Harvard)*, *Director.* Massachusetts Hall

Robert Charles Mellow, A.B. *(Harvard)*, A.M. *(Middlebury)*, *Associate Director.* Massachusetts Hall

Walter Henry Moulton, A.B. *(Bowdoin)*, *Assistant Director.* Massachusetts Hall

Miss Margaret Edison Dunlop, A.B. *(Wellesley)*, *Assistant.* Massachusetts Hall

ATHLETIC OFFICE

Malcolm Elmer Morrell, B.S. *(Bowdoin), Director of Athletics.* New Gymnasium

Daniel Knowles MacFayden, *Director of the Arena.* Hockey Arena

William Edward Morgan, *Assistant.* New Gymnasium

BUSINESS OFFICE

Charles William Allen, A.B. *(Bowdoin),* J.D. *(Michigan), Treasurer.* Portland

Glenn Ronello McIntire, A.B., A.M. *(Bowdoin), Assistant Treasurer.* Little House

Thomas Martin Libby, A.B. *(Maine), Bursar.* Little House

James Packard Granger, B.S. *(Boston University), Controller.* Little House

Howard Eugene Skillings, B.S. *(New Hampshire), Administrative Assistant.* Little House

OFFICE OF EXECUTIVE SECRETARY

Wolcott Anders Hokanson, Jr., A.B. *(Bowdoin),* M.B.A. *(Harvard), Executive Secretary.* Getchell House

Charles Warren Ring, A.B. *(Hamilton), Development Officer.* Getchell House

Peter Charles Barnard, A.B. *(Bowdoin),* A.M. *(Middlebury), Alumni Secretary.* Getchell House

Robert Melvin Cross, A.B. *(Bowdoin),* A.M. *(Harvard), Secretary of the Alumni Fund.* Getchell House

Kenneth James Boyer, A.B. *(Rochester),* B.L.S. *(New York State Library School), College Editor.* Ham House

Joseph David Kamin, B.S. *(Boston University), Director of News Services.* Ham House

Edward Born, A.B. *(Bowdoin),* A.M. *(Michigan), Editor of the* Bowdoin Alumnus. Ham House

Miss Edith Ellen Lyon, *Assistant, College Editor.* Ham House

GROUNDS AND BUILDINGS

JOHN FRANCIS BRUSH, B.S. *(Gorham), Superintendent.* Rhodes Hall

ANDRÉ ROLLAND WARREN, B.B.A. *(Levis), Assistant Superintendent.* Rhodes Hall

CARLETON CLARK YOUNG, A.B. *(Hamilton), College Forester.* 24 College Street

INFIRMARY

DANIEL FRANCIS HANLEY, A.B. *(Bowdoin),* M.D. *(Columbia), College Physician.* Dudley Coe Infirmary

LIBRARY

RICHARD BARKSDALE HARWELL, A.B., A.B.L.S. *(Emory), Librarian.* Hubbard Hall

ARTHUR MONKE, A.B. *(Gustavus Adolphus),* M.S. in L.S. *(Columbia), Assistant Librarian.* Hubbard Hall

MRS. JEAN KENNEDY GUEST, B.S. *(Simmons), Circulation Librarian.* Hubbard Hall

MISS LILLIAN PAULINE COOPER, A.B. *(University of Colorado),* B.S. in L.S. *(Denver), Director, Recataloging Project.* Hubbard Hall

RICHARD EDWIN KIRKWOOD, A.B. *(Dartmouth),* M.S. in L.S. *(Columbia), Reference and Documents Librarian.* Hubbard Hall

JOSEPH JENSEN DERBYSHIRE, A.B., A.M. *(Utah),* M.L. *(Washington), Cataloger, Recataloging Project.* Hubbard Hall

REAVES STANFORD TERHUNE, JR., A.B. *(Northwestern),* M.S. *(Illinois), Acquisitions Librarian.* Hubbard Hall

MISS JOYCE ANN TRACY, A.B. *(Maine),* M.L. *(University of Washington), Cataloger, Recataloging Project.* Hubbard Hall

ROBERT LAWRENCE VOLZ, A.B. *(Marquette),* M.A. in L.S. *(Wisconsin), Special Collections Librarian.* Hubbard Hall

DAVID CLARENCE VAN HOY, A.B. *(Washington State University),* M.S.L.S. *(Western Reserve), Cataloger.* Hubbard Hall

MOULTON UNION

DONOVAN DEAN LANCASTER, A.B. *(Bowdoin), Director of the Moulton Union and the Centralized Dining Service.* Moulton Union

Miss Almoza Cedia Leclerc, *Bookstore Manager.* Moulton Union

Orman Ewin Hines, *Manager, Food Service.* Moulton Union

John Stephen Putnam, A.B. *(Bowdoin), Administrative Assistant.* Moulton Union

MUSEUM OF ART

Marvin Sherwood Sadik, A.B., A.M. *(Harvard), Director and Curator.* Walker Art Building

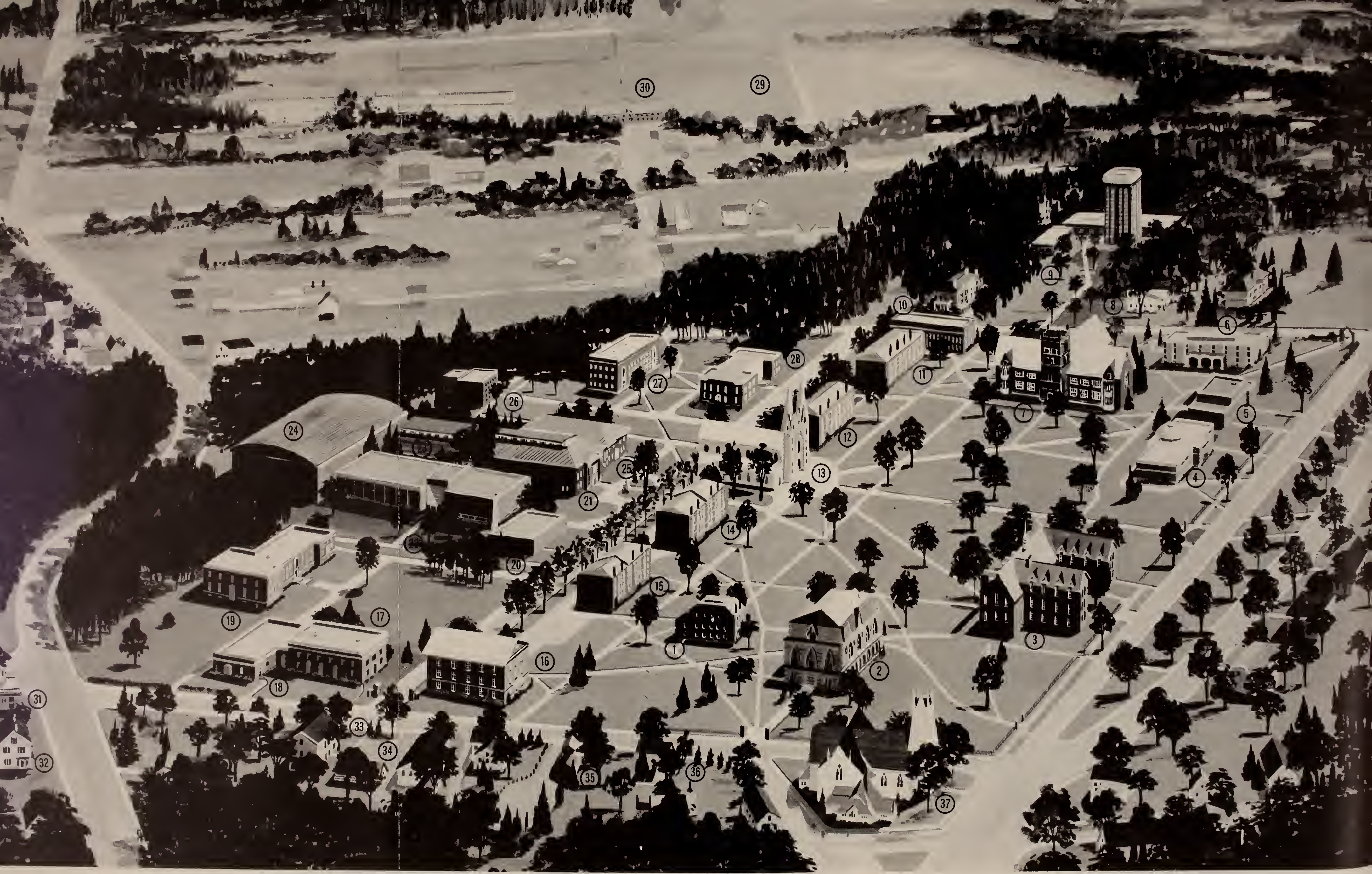
PLACEMENT BUREAU

Samuel Appleton Ladd, Jr., B.S. *(Bowdoin), Director of the Placement Bureau and of Student Housing.* Banister Hall

SENIOR CENTER

William Bolling Whiteside, A.B. *(Amherst),* A.M., Ph.D. *(Harvard), Director.* Senior Center

Brian Richard Murphy, A.B. *(Bowdoin), Administrative Assistant.* Senior Center



1. Massachusetts Hall
2. Pickard Theater in Memorial Hall
3. Searles Science Bldg.
4. Walker Art Bldg.
5. Gibson Hall
6. Hawthorne-Longfellow Library
7. Hubbard Hall
8. Little-Mitchell House
9. Senior Center
10. Coleman Hall
11. Hyde Hall
12. Appleton Hall
13. Chapel and Banister Hall
14. Maine Hall
15. Winthrop Hall
16. Adams Hall
17. Sills Hall
18. Smith Auditorium
19. Cleaveland Hall
20. Heating Plant
21. Sargent Gymnasium
22. New Gymnasium
23. Hyde Athletic Bldg.
24. Arena
25. Curtis Swimming Pool
26. Dudley Coe Infirmary
27. Moore Hall
28. Moulton Union
29. Pickard Field
30. Pickard Fieldhouse
31. President's House
32. Alumni House
33. Rhodes Hall
34. Grounds and Buildings Dept.
35. Getchell House
36. Ham House
37. First Parish Church

College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about three hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than thirty buildings and several playing fields.

Massachusetts Hall is the oldest building on the campus, having been completed in 1802. For several years it housed the students, and all classes were held there. In late years, until the fall of 1965, the President and some of the other college officials had their offices in this historic old building. It is now used for offices for some of the members of the Faculty.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, is the scene of Vesper Services on Sundays at 5 o'clock, and during the week one Chapel and two Forums are held from 10:00 to 10:30 A.M.

The work of the College has its heart and center in the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, which contains the accumulations of over a century and a half. The nucleus of its more than 300,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building. The resources of the Library and Museum are described in more detail elsewhere in the catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith Auditorium, Cleaveland and Gibson Halls, the Walker Art Building, and the Senior Center. When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the New Gymnasium, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, the Arena, and the playing fields of the College. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the College Physician are available to all students.

THE COLLEGE BUILDINGS

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. In 1936 the entire building was remodeled, and until 1965 it provided quarters for some of the administrative officers. In 1941, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished as a Faculty Room. The building will later be used for faculty offices.

Maine Hall (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; Winthrop Hall (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; Appleton Hall (1843), named in honor of the second president of the College; Hyde Hall (1917), named in honor of the seventh president of the College, and built from contributions from many of the alumni; Moore Hall (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and Coleman Hall (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories. Starting in 1964, the interiors of Winthrop, Maine, and Appleton Halls will be completely renovated by June, 1966.

The Chapel, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags, added in recent years, are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the chapel building which formerly housed the reading rooms and stack space of the college library was named BANISTER HALL in 1850 in recognition of the gifts of the Honorable William Banister. It now contains the offices of the Director of the Placement Bureau and the lecture room and laboratory of the Department of Psychology.

SETH ADAMS HALL was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921, it housed the classrooms of the Medical School of Maine. It is now used for lectures, recitations, conferences, and faculty offices.

MEMORIAL HALL, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. The lower story contains class and conference rooms. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the many gifts of Frederick William Pickard, LL.D., of the Class of 1894.

THE PRESIDENT'S HOUSE, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Mr. Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath Streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. In 1926 the ballroom was added, and in 1952 the house was modernized and partially furnished by the College.

THE OBSERVATORY was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road. During the current year it will be completely renovated and a new telescope installed.

THE WALKER ART BUILDING, designed by McKim, Mead & White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of

Henry Edwin Andrews, A.M., of the Class of 1894, Director of the Museum, 1920-1939, is located in Sculpture Hall. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

THE MARY FRANCES SEARLES SCIENCE BUILDING, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, and libraries of the Departments of Biology and Physics. Located in the basement is a Computer Laboratory which contains an IBM 1620 Central Processing Unit and related equipment. The laboratory is available to the entire college community and is directed by a member of the Faculty.

HUBBARD HALL, also designed by Henry Vaughan and erected in 1902-1903, was the gift of General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. For over sixty years, until the fall of 1965, it was the College Library. After suitable renovations it will be used to provide additional instructional facilities that will include faculty offices, a language laboratory, an oral communications laboratory, and a computing center. An Arctic Museum will be located on the first floor, and the library's Rare Book Room will remain on the second floor.

THE HUBBARD GRANDSTAND was given to the College in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on WHITTIER FIELD, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960.

SARGENT GYMNASIUM AND GENERAL THOMAS WORCESTER HYDE ATHLETIC BUILDING were erected in 1912. The Gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861.

The Dudley Coe Memorial Infirmary is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway, A.M. (Mrs. Sherman N. Shumway). In 1962 it was licensed by the State as a private general hospital.

The Curtis Swimming Pool was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

The Moulton Union, designed by McKim, Mead & White, was built in 1927-1928. It was given and partially endowed by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social, recreational, and service center for the College. In 1964-1965, a two-story extension was added on the south and east sides of the building. The spacious main lounge and several smaller, intimate lounges and student activity areas are provided for general social purposes. The Union also contains the college reception, information, and scheduling center; the campus telephone switchboard, a bookstore, dining facilities, and game rooms. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

The Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. Pickard Field, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the Field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The Field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

Rhodes Hall, formerly the Bath Street Primary School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the School later achieved distinction as Rhodes Scholars at Oxford University. Here are the offices of the Superintendent of Grounds and Buildings and the headquarters of the ROTC.

SILLS HALL AND THE SMITH AUDITORIUM, designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund, and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating two hundred and ten people, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland.

PARKER CLEAVELAND HALL, designed by McKim, Mead & White, was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Departments of Chemistry and Geology and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858, and was a pioneer in geological studies. Special gifts provided these facilities: The Kresge Laboratory of Physical Chemistry, The Wentworth Laboratory of Analytical Chemistry, The 1927 Room (a private laboratory), The Adams Lecture Room, The Burnett Room (a seminar room), and The Dana Laboratory of Organic Chemistry.

SILLS HALL, THE SMITH AUDITORIUM, AND PARKER CLEAVELAND HALL are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

THE HARVEY DOW GIBSON HALL OF MUSIC, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June, 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains soundproof class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and the music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755) for the Hôtel de Sens in Paris.

THE PICKARD THEATER IN MEMORIAL HALL, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in June, 1955. The Theater, with comfortable seats for over six hundred, contains a stage fifty-five feet wide and thirty feet deep; the space from the stage floor to the gridiron is forty-eight feet. The floor of the auditorium slopes to an orchestra pit, and under it are lounge and coat rooms. Over the auditorium is shop space for the construction and storage of scenery and stage properties.

THE GETCHELL HOUSE, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956.

NEW MEADOWS RIVER SAILING BASIN. In 1955 the College purchased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin, to provide facilities for the sailing team. The equipment includes five fiberglass dinghies and a power-driven crash boat.

THE HOCKEY ARENA was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-seven hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. It is located to the east of the Hyde Athletic Building; the entrance faces College Street. The Arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

THE JOHNSON HOUSE, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin Faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody Streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the Dean of the College.

THE CHASE BARN CHAMBER, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the JOHNSON HOUSE. Designed by Felix Burton '07, in the Elizabethan style, the Barn Chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The Chamber is used for small classes, seminars, and conferences.

THE OAKES CENTER, at Bar Harbor, Maine, a twenty-one-room residence, was given to the College in 1957 by Eunice, Lady Oakes, whose husband, the late Sir Harry Oakes, Bart., was graduated from Bowdoin in 1896. Situated on a seven-acre estate, with extensive water frontage and a private pier, the Center is used for summer educational programs and conferences.

The Mitchell House, named in honor of Professor Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939, is located at 6 College Street. Given to the College by Professor Mitchell in 1961, this residence is currently used to provide offices for the Department of Economics.

The Alumni House, at 83 Federal Street, next to the President's House, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests.

The Little House, at 8 College Street, was acquired by the College in 1962. It is being used temporarily to house the Business Office, which will move sometime during the year to the administrative section of the Hawthorne-Longfellow Library.

The Senior Center, designed by Hugh Stubbins and Associates, Inc., was completed in the autumn of 1964. Built from funds contributed during the Capital Campaign, it consists of three buildings, each specifically designed to support and reinforce the educational objectives of the program for the Senior year. The main building, a sixteen-story tower, includes living and study quarters, seminar and conference rooms, lounges, accommodations for visitors, and the Director's office. The entire first floor of the tower has been named in memory and honor of the late Henry Quinby Hawes, A.M., of the Class of 1910, and Mrs. Hawes.

Wentworth Hall, named in memory of Walter V. Wentworth, Sc.D., of the Class of 1886, Overseer of the College from 1929 to 1958, is a two-story building adjacent and connected to the tower. It contains the dining room, main lounge, and other rooms for instructional, social, and cultural activities.

Chamberlain Hall, named in memory of General Joshua Lawrence Chamberlain, LL.D., of the Class of 1852, Civil War hero, Governor of Maine, President of Bowdoin from 1871 to 1883, contains apartments for the Director and other participants in the program and a small banquet room for use on special occasions.

The New Gymnasium, also designed by Hugh Stubbins and Associates, is a 50,000-square-foot building connected to the Sargent

Gymnasium. Built from funds contributed during the Capital Campaign, it contains a modern basketball court with seats for 1,800 persons, four visiting team rooms, eleven squash courts, offices for the Director of Athletics and his staff, and other rooms for physical education purposes.

The Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, designed by Steinmann and Cain, of New York, was built in 1964-1965 from funds contributed during the Capital Campaign. It was named after two of Bowdoin's literary giants, both members of the Class of 1825. It houses the principal portions of the library of the College and—in its western end—most of the general administrative offices of the College. Utilizing the latest concept in library design, modular construction, the Library was planned to complement the older buildings of the College and, at the same time, be compatible with the newer architectural concept of the Senior Center.

OTHER MEMORIALS

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Class of 1875 Gateway was erected in 1901 as a memorial to members of the Class. It forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the Class. It is on Bath Street between Memorial Hall and the First Parish Church.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher in Bowdoin College, and to his wife, Ella Maria Tucker Robinson. The Gateway forms the northwestern entrance to the campus.

The Class of 1898 Bulletin Board, erected in 1924 near the Chapel, is a memorial to members of the Class. It is made of bronze, is double-faced and illuminated.

The Class of 1903 Gateway, erected in 1928, is a memorial to members of the Class. It forms the main entrance to the Whittier Athletic Field.

The Memorial Flagpole, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between Hubbard Hall, the Art Building, and Gibson Hall.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., President of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The Gateway forms one of the northern entrances to the campus from Bath Street.

The Bowdoin Polar Bear, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

The Harry Howard Cloudman Drinking Fountain, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. Of marble, it stands near the Sargent Gymnasium.

The Alpheus Spring Packard Gateway, erected in 1940 on College Street, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, a member of the Bowdoin Faculty from 1819 to 1884.

The Class of 1910 Path was laid in 1940 as a memorial to members of the Class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

The Class of 1895 Path was laid in 1945 as a memorial to members of the Class. It extends from the Chapel to the Class of 1875 Gateway.

The Class of 1886 Pathways are a network of walks laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D. The pathways traverse an area lying north of Massachusetts Hall.

The Class of 1919 Path, laid in 1945, is a memorial to members of the Class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

The Class of 1916 Path was laid in 1946 as a memorial to members of the Class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

The Frank Edward Woodruff Room, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin Faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

The Peucinian Room, built in 1951, is in a corner of the basement of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber above the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

The Class of 1924 Radio Station (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room, which are air-conditioned and protected against sound disturbance by walls of acoustical tiling.

The Elijah Kellogg Tree, a large pine dedicated to the memory of Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

The Class of 1942 Cross was placed behind the reading stand in the Chapel in 1952 in memory of those class members who gave their lives in the Second World War.

The Gardner Bench, near Gibson Hall, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June, 1954.

The Chase Memorial Lamps, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. Of colonial design, the lamps were presented to the College by Mrs. Chase in June, 1954.

The Dane Flagpole, in honor of Francis Smith Dane, of the

Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

The Simpson Memorial Sound System, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

The James Frederick Dudley Classroom in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

The Catlin Path, extending from the Warren Eastman Robinson Gateway to Hubbard Hall, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology, Emeritus.

The Shumway Tree, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an Overseer of the College (1927-1954), was replanted on the campus south of Gibson Hall and dedicated in June, 1955.

The Turner Tree, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, Professor of Education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June, 1957.

The Pickard Trees, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June, 1959.

The Class of 1909 Organ, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June, 1960. A fund of $1,827, given at the same time, is for the maintenance of the organ and for the support of musical education in the College.

Little Ponds Wildlife Sanctuary is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and given in 1961, this tract of several acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of fish and wildlife.

THE CLASS OF 1937 LOUNGE, located in the Alumni House, was presented by the Class of 1937 on the occasion of its twenty-fifth reunion in 1962. It is a large, informal, and rustic room, with pine furniture, old pictures of Bowdoin and of Brunswick, and a large hewn granite fireplace. The Lounge was given in memory of Harold L. Cross, Jr., David T. Deane, J. Donald Dyer, and Maxwell A. Eaton, who gave their lives in the service of their country during World War II.

THE CECIL CLEOPHUS MCLAUGHLIN STUDY, in Chamberlain Hall, is a memorial to Cecil Cleophus McLaughlin, M.D., of the Class of 1923. The study was the gift of his wife, and is for the use of the Director of the Senior Center.

THE HUTCHINSON LOUNGE AND HUTCHINSON TERRACE, in Wentworth Hall, are memorials to Charles Lyman Hutchinson, A.B., of the Class of 1890, a prominent lawyer in Portland. They are on the south side of the building between the main dining room and lounge.

THE WILMOT BROOKINGS MITCHELL LOUNGE, on the second floor of Wentworth Hall, is a memorial to Wilmot Brookings Mitchell, Litt.D., L.H.D., of the Class of 1890, a beloved teacher of English for almost fifty years.

THE HARRISON KING MCCANN MUSIC LOUNGE, on the sixteenth floor of the tower of the Senior Center, is a memorial to Harrison King McCann, A.M., of the Class of 1902, for thirty years an Overseer of the College.

THE STUART FRANKLIN BROWN LOBBY, in the Hawthorne-Longfellow Library, is a memorial to Stuart Franklin Brown, of the Class of 1910, and was the gift of Mrs. Brown.

THE CLASS OF 1914 LIBRARIAN'S OFFICE, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1914, which made a specific gift for this purpose. The office is on the first floor to the left of the entrance.

THE CLASS OF 1938 NEWSPAPER ROOM, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1938. The room is on the first floor to the right of the entrance.

The William John Curtis 1875 Room, in the Hawthorne-Longfellow Library, is a memorial to William John Curtis, LL.D., of the Class of 1875, for over twenty-five years an Overseer and Trustee of the College, and a generous benefactor always in the name of his Class. The room, in the northeast corner of the first floor, is used for current periodicals.

The Gerald Gardner Wilder Cataloguing Room, in the Hawthorne-Longfellow Library, is a memorial to Gerald Gardner Wilder, A.M., of the Class of 1904, Librarian of the College from 1916 to 1944. The room is in the southeast area on the first floor.

The Melville Weston Fuller Reading Room, in the Hawthorne-Longfellow Library, is a memorial to Melville Weston Fuller, LL.D., of the Class of 1853, Chief Justice of the United States Supreme Court from 1888 to 1910, and an Overseer and Trustee of the College from 1875 to 1910. The room occupies the southern bay on the first floor.

The George Thomas Little Bibliography and Card Catalogue Area, in the Hawthorne-Longfellow Library, is a memorial to George Thomas Little, Litt.D., of the Class of 1877, Librarian of the College from 1883 to 1915. The area occupies the center portion of the first floor.

The Robert Peter Tristram Coffin Reading Room, in the Hawthorne-Longfellow Library, is in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, a distinguished author, poet, and professor. The room was the gift of the Class of 1915 on the occasion of its fiftieth reunion, and occupies the northern bay on the first floor.

The Franklin Pierce Reading Room, in the Hawthorne-Longfellow Library, is in memory of Franklin Pierce, LL.D., of the Class of 1824, the fourteenth President of the United States. This informal reading room is at the east end of the second floor.

The Harold Lee Berry Special Collections Suite, in the Hawthorne-Longfellow Library, is in memory of Harold Lee Berry, A.M., of the Class of 1901, for nearly forty years an Overseer and Trustee of the College, and generous benefactor of the College. The suite comprises several rooms in the northeast area of the third floor.

The Dean Paul Nixon Lounge-Conference Room, in the Hawthorne-Longfellow Library, is a memorial to Paul Nixon, L.H.D., LL.D., for over forty years a teacher of Latin and Dean of the College from 1918 to 1947. The room is on the southeast corner of the third floor.

The William Pitt Fessenden Conference Room, in the Hawthorne-Longfellow Library, is a memorial to William Pitt Fessenden, LL.D., of the Class of 1823, United States Senator 1854-1864, 1865-1869; United States Secretary of the Treasury 1864-1865; and Overseer and Trustee of the College from 1843 to 1869. The room is in the administrative section on the west side of the building on the second floor, near the offices of the President and Deans.

General Information

Terms and Vacations: The College holds two sessions each year, beginning in September and February. The dates of the Semesters and the vacation periods are indicated on the College Calendar on pages vi-viii.

Registration and Enrollment: All students are required to register at the opening of each Semester in accordance with schedules posted at the College and mailed to students registering for the first time.

Offices and Office Hours: Sometime during the coming year the offices of General Administration, the Admissions Office, the Business Office, and the Offices of the Executive Secretary will move from their present locations to the administrative section at the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The Director of the Placement Bureau is in Banister Hall (North) and the Superintendent of Grounds and Buildings is in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 to 5:00 every weekday except Saturday; 8:30 to 12:00 on Saturday, when the College is in session.

Telephone Switchboard: The College has a central telephone switchboard located in the Moulton Union. All college phones are connected to this switchboard. The number is 207-725-8731.

College Bills and Fees: Prior to the opening of the Fall Semester, a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office.

Charges for the year may be paid in two payments during the college year not later than registration day of each Semester, each payment to equal approximately one-half of the total college charges for the year.

The Faculty may exclude any student from examinations and credit for college work or from the privileges of the College if any college charges against him remain unpaid when due.

No student shall be advanced in class standing until all bills of the previous Semester have been paid, and no degree shall be conferred upon a student who has not paid all his dues to the College, including charges for room and board at a college dining hall. No student shall be dismissed from college on request unless he shall have paid all his college bills, including those of the current session. During the time that bills which are overdue remain unpaid, a student receives no credit for college work.

Tuition: The tuition fee for the 1965-1966 academic year is $875 each Semester or $1,750 for the year. For the academic year 1966-1967 the tuition fee will be $950 each Semester or $1,900 for the year. Any student completing the number of courses required for the degree in less than eight Semesters must pay tuition for eight Semesters. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full Semesters at Bowdoin College. An additional tuition charge of $200 per Semester ($220 in 1966-1967) shall be assessed for each course taken by a student to make up an academic deficiency.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. The College awards over $500,000 each year to students who require financial assistance. More detailed information about these awards may be found on pages 53-74.

College Rooms and Board: Freshmen are assigned rooms by the Director of Admissions but may indicate by letter to him their preference in the matter of roommates. Sophomores and Juniors apply for rooms to the Director of the Placement Bureau. Seniors are assigned rooms in the Senior Center by the Director of the Senior Center. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites in the college dormitories consist of a study and bedroom which are provided with essential furniture. Students should furnish blankets and pillows; the College furnishes bed linen and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is $375 a year, and board is $550 a year. These charges are the same regardless of whether a student lives in a college or fraternity residence or whether he eats at the Union, the Senior Center, or a fraternity. Every student pays these charges unless he has established residence with a wife or family or has been excused by the Deans' Office.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each Semester, Student Activities fees amounting to $25. The cost of tuition, board, room, and fees amounts to about $1,375 for the Semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

Refunds: Refunds to students leaving college during the course of a Semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the Bursar of the College.

Medical Attendance: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the College Physician are available to all students. If ill, students should immediately report to the College Infirmary.

The College also has group accident and medical reimbursement insurance which provides benefits in cases where the facilities of the Infirmary are not sufficient. Every student is required to avail himself of this protection. The fee is $12.50 for each Semester, and optional coverage for the summer months may be had for the same fee.

Motor Vehicles: No Freshman shall maintain a motor vehicle at the College. Sophomores and upperclassmen in good standing and not receiving financial aid may maintain motor vehicles, provided they are properly registered at the Deans' Office. A registration fee of $5.00 per Semester is charged to all students registering a motor vehicle. Adequate liability insurance is required.

Statistics: As of June, 1965, 19,023 students have been matriculated as undergraduates at Bowdoin College, and 13,510 degrees in course have been awarded. In addition, earned master's degrees have been awarded to 71 postgraduate students. Living alumni include 6,733 graduates, 2,125 nongraduates, 54 medical graduates, 110 honorary graduates, and 71 graduates in the special postgraduate program.

RESOURCES

The market value of the investment securities and mortgages held by Bowdoin College, at the close of each financial year, for the last ten years was as follows:

June 30, 1955	$17,103,895	June 30, 1960	$23,283,467
June 30, 1956	17,756,550	June 30, 1961	25,927,484
June 30, 1957	18,192,949	June 30, 1962	24,301,050
June 30, 1958	19,647,267	June 30, 1963	30,542,397
June 30, 1959	22,438,546	June 30, 1964	32,100,826

The estimated market value of the securities and mortgages as of June 30, 1965, was $31,000,000, and the estimated value of college buildings and equipment was $18,500,000.

Erratum in the 1965-1966 Bowdoin Catalogue, page 44.

The second paragraph of the statement on MEDICAL ATTENDANCE should read as follows:

> To cover costs of treatment and care during the college year, in the Infirmary or elsewhere, each student is required to have adequate health and accident insurance. This must be purchased through the College (the group rate is $20.00 per Semester in 1965-1966), unless a student is covered otherwise by adequate health insurance certified by his parent or guardian at the time possible exemption from this requirement is requested. Special summer coverage may be obtained at an extra charge in the policy available through the College.

Admission to the College

IN the fall of 1966 the College plans to enroll a class of 250 Freshmen as another step in increasing the total enrollment to 925 students. The College seeks candidates for admission whom it believes to be best fitted for its work and who are likely to profit most from it. Previous academic performance, scholastic ability, character, personality, health, purpose, and breadth of interest are the bases on which the general promise of each candidate is judged and on which the College has established its admissions criteria.

REQUIREMENTS FOR ADMISSION

The stated requirements for admission are not absolute; in general, however, they should be considered minimum requirements. The preparatory work suggested in the comments below will enhance an applicant's candidacy.

SECONDARY SCHOOL STUDIES:

a. *Four years of English*

Emphasis should be upon critical and analytical writing and upon discussion and analysis of significant works of literature.

b. *Three years of one foreign language or two years of each of two foreign languages*

Although three years of a foreign language or two years of each of two foreign languages is satisfactory, a four-year sequence in one language is preferable. Four years of study of one language leads to a greater command of the specific language and enables a student to continue it in college at an advanced level of conversation and literature.

c. *Three years of Mathematics*

Four years of mathematics is desirable for students contemplating a major in the sciences or social sciences.

d. *One year of History*

Although one year is required, two years or more are recommended. A course in American history is best complemented, for purposes of comparison, with a course in the history of another country and period.

e. *Sciences*

No specific number of courses is presently required, but a basic course with laboratory experiments in one or more sciences is expected. In general, an introduction to each of the major sciences of biology, chemistry, and physics is preferable to a second course in one of these subjects at the secondary school level. Advanced study in any one of these sciences presupposes a knowledge of the fundamentals of the others.

The College considers the best preparation for its work a program of studies in subjects fundamental to the liberal arts. In order to provide a smooth transition from school to college and placement in courses at the most advanced level possible, the subjects taken in the final year of secondary school should usually be directly related to those to be taken in the first year of college. Courses in English, foreign language, and mathematics ideally should be studied each year in school in order to ensure the ready continuance of each in college. The sciences and history do not require a specific sequence in school, but rather are intended to offer a topical background and experience according to the needs and interests of the student. A balanced selection may well include biology, chemistry, physics, and a variety of history courses for a complete college preparatory program. A second foreign language may also be included effectively without intruding on the three- or four-year sequence in the first language.

A description of the Freshman-year subjects at Bowdoin will be found on page 80. In planning a school program for admission to Bowdoin, one should review the requirements for the degree on pages 76-79. These requirements shape not only the course of study in college but also the requirements for admission and, consequently, the best pattern of study in secondary school.

Any prospective freshman whose program of secondary school studies does not follow the customary pattern for admission to Bowdoin should not hesitate to write to the Director of Admissions. Although patterns of study are important, the College is concerned above all with the quality of the preparation of its candidates.

College Board Tests: The Scholastic Aptitude Test and three Achievement Tests are required of all candidates. The Writing Sample is not required, but may be substituted for one Achievement Test (preferably English). A schedule of testing is suggested as follows:

Junior Year: Scholastic Aptitude Test—March or May.

(Early Decision candidates are required to take the Scholastic Aptitude Test on one of these dates.)

Achievement Tests—May.

(English, foreign language, and a third test of the student's choice are required of Early Decision candidates.)

Scores over 600 will qualify a candidate for exemption from testing in the senior year.

Senior Year: Scholastic Aptitude Test—December preferred.

(The results of the January Scholastic Aptitude Test are also acceptable if the December date is inconvenient.)

Achievement Tests—January preferred.

(English, foreign language, and a third test of the student's choice are required.)

A candidate should write to the Admissions Office if he has questions about this program.

The College Board tests are given at various centers in each state and many foreign countries several times during the year. Applications for the tests should be made by mail to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California.

School Statement: As part of each application the College requires an appraisal of the candidate's character, personality, and general academic promise by his school principal or headmaster. This statement is an indispensable part of each candidate's qualifications for admission.

Personal Characteristics: The College insists that candidates possess personal characteristics of high caliber. Strong moral and ethical qualities, decent conduct, integrity, compatibility, good health, and emotional stability are essential characteristics. These factors are usually revealed in descriptive statements from school authorities, teachers, friends, alumni, and by personal interviews. Significant accomplishments by a candidate in affairs in the school and in the community also disclose information about his personal qualities.

Interviews: Bowdoin does not require personal interviews of all of its candidates. It does, however, feel that such interviews are of mutual benefit to the candidates and the College, and it encourages interested students, whenever possible, to arrange meetings either with members of its staff or Bowdoin alumni.

Prospective freshmen are urged to visit the campus, and usually plans for a visit can include an interview with a member of the Admissions Staff. Appointments for interviews should be made two weeks in advance. Visits should be made by candidates for admission *before March 1* so that information gained from the interviews can be used by the Director of Admissions in reaching final decisions. Juniors are welcome to visit the campus during March and April, but they cannot be granted interviews at this time because of the schedule for the selection of the entering class. The Admissions Office is open throughout the year from 9 until 5 on weekdays. On Saturdays it is open until noon, except during June, July, and August.

CHARACTERISTICS OF THE ENTERING CLASS

Secondary School Records: About 75 percent of the Freshman Class ordinarily are graduates of public school, and most of this group rank academically in the top 20 percent of their respective classes. Generally, grades at or above the college recommending level (usually "B" or higher) are necessary to attain this rank. Class ranks for students from independent schools extend over the upper half of their respective classes. In assessing school records, the Admissions Staff gives proper consideration to programs which contain either four or five courses per year and which may or may not include so-called "advanced," "honor," "accelerated," or "regular" college preparatory subjects.

College Board Test Results: The College sets no fixed minimum score for these tests in selecting the class. In general, the Aptitude Test results coincide with the level of achievement demonstrated by the school grades of applicants who gain admission. In a few cases a superior record of grades will offset lower test results, but usually evidence of disparity between scholastic achievement and ability raises doubts about the candidate's readiness to produce consistent and satisfactory work in college. *The Manual of Freshman Class Profiles,* published by the College Entrance Examination Board, will provide further details about the test results and class ranks for the most recent class at Bowdoin.

Other Characteristics: The distribution of Bowdoin's student body always shows an interesting blend of backgrounds. While 70 percent of the student body comes from New England, all parts of the United States, plus Canada and several foreign countries, are represented each year. Twelve Bowdoin Plan Students and several students sponsored by the African Scholarship Program in American Universities bring a varied international group to the campus.

In addition to the public and independent school backgrounds, various social and economic backgrounds are sought in composing

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Above: *Conference in the lounge of Wentworth Hall of the Senior Center.* →
Below: *The Wilmot Brookings Mitchell Lounge in Wentworth Hall of the Senior Center.*

the entering class. Between 25 and 30 percent of the Freshmen are the recipients of more than one hundred thousand dollars of financial aid which is awarded at the time of admission.

APPLICATION AND ADMISSIONS PROCEDURE

A candidate should file a formal application as early as possible in his last year of school. An application fee of fifteen dollars will be charged each candidate, and is not refundable. The filing date of the application is not a factor in determining qualifications, but applications must be filed *no later than March 1*. Preliminary applications may be made before September of a candidate's senior year, and inquiries by juniors are welcomed, for they make possible more extended planning of school preparation.

About April 15 each candidate is notified of the College's decision on his application. Eventual matriculation by a student who receives his Certificate of Admission is dependent upon the satisfactory completion of the school year. Except for early decision candidates, Bowdoin subscribes to the Candidates' Reply Date Agreement, which sets May 2, 1966, as the deadline for a candidate to notify the College of his decision. Candidates who plan to enter Bowdoin are asked to pay an admission fee of $25 which is credited to their fall term bills.

EARLY DECISION: Each year there are candidates who demonstrate qualifications for admission on the basis of records completed in their junior year and who wish to simplify their plans for college. These students frequently select the college which they wish to attend and request a decision on admission in the fall of their senior year. Granting such decisions reduces the cost and necessity of multiple applications, the volume of work for school authorities, and gives the Director of Admissions control of the size of the Freshman Class. Bowdoin may admit 30 to 40 percent of its class in this manner.

In an attempt to bring some conformity to Early Decision Programs among the colleges, Bowdoin, Amherst, Dartmouth, Wesleyan, and Williams have agreed to the following procedures for candidates who have made a clear first choice of a college and who wish to apply for an Early Decision.

1. When each such candidate files his formal application for admission, he must state in writing that he wishes to be considered for an Early Decision and that he will enroll if admitted. (Early Decision candidates may file other regular applications

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← Above: *Seminar Room on sixteenth floor of the Senior Center.* (Photograph by: Ezra Stoller Associates.)

Below: *Dining Room in Wentworth Hall of the Senior Center.*

with the understanding that these will be withdrawn if the candidate is accepted on an Early Decision basis by his first-choice college.)

2. The student's application and request for Early Decision must be received by the college by November 30.
3. All other forms and credentials (i.e., transcripts, school reports, junior year College Board Test results, and recommendations) must be received, and interviews, if required, must be completed by December 20. Action on applications not completed by December 20 will be postponed until the spring.
4. Successful applicants for financial aid will be notified of the amount of their awards at the time they receive their Early Decision acceptances, provided all financial aid forms and admission application forms are complete. Those applicants who are admitted without a decision on financial aid are free to continue other applications.
5. Early acceptance does not normally relieve the applicant of any requirements to take and report senior year College Board scores and is contingent upon the completion of his senior year in good standing.
6. A candidate not accepted under the Early Decision Program will automatically be transferred to the regular applicant group, where he will be considered at the normal time in the spring.

Nothing in the above statement precludes these colleges from accepting regular applicants at any time during the year, but no commitment to enroll is required of any candidate, except those applying under the Early Decision Program, until the Candidates' Common Reply Date, which is normally May 1. Bowdoin asks no indication of the candidate's college preference except for those candidates requesting Early Decision. This statement is subject to annual change.

ADMISSION WITH ADVANCED STANDING: Bowdoin participates in the College Entrance Examination Board Advanced Placement Program and grants both advanced standing in courses and credit toward graduation to properly qualified students. Examinations in Advanced Placement subjects are given by the College Entrance Examination Board in May of each year, and a student is granted placement and/or credit on the basis of his examination performance. A score of 5 or 4 normally results in a student's being given credit for one or two semesters of college-level work in the subject;

if he elects to continue that subject in college, he is given appropriate placement in an advanced course. A score of 3 occasionally gains credit and/or placement under special conditions. An applicant should request consideration for advanced placement and credit by arranging for his scores to be sent to the Director of Admissions. These requests are reviewed by the various departments during the summer, and decisions on placement and credit are completed during registration for courses in the fall.

Candidates not offering Advanced Placement examinations may secure Advanced Placement on the basis of advanced work in secondary school courses taken in sequence. This applies especially to foreign language study. Advanced Placement is granted on the basis of an excellent record in a subject for four or five years (and occasionally three), or a score of 600 on the College Board Achievement Test, or by passing a qualifying examination at the College.

Bowdoin recognizes the place of more advanced courses in secondary school, and by means of the Advanced Placement Program and the College's own program of placement, intends to provide an opportunity for the unusually qualified student to extend the range of work that he may do in both school and college. Occasionally a student may gain sufficient credit to enable him to complete his college course in fewer than the usual eight Semesters.

Transfer Students: A limited number of students from other colleges and universities may be admitted each year to upper-class standing at Bowdoin. Candidates for transfer admission should submit early in the spring transcripts of their college and school records, results of College Board Tests, and statements of character and academic standing from their colleges. The records of transfer candidates should be of good quality in a course of study which approximates the work that would have been done at Bowdoin had they entered as Freshmen. At least one full year of residence at Bowdoin is required for the degree, but admission to the Senior Class is not usually granted.

Special Students: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon maturity, seriousness of purpose, and adequacy of preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Men who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than five hundred colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid should obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for assistance is complete upon receipt of the Parents' Statement and the completed application for admission.* March 1 is the deadline for filing these applications. Recipients of financial aid are selected on the basis of their academic records and personal promise; the amount of such assistance is intended to meet the individual's need as calculated from the information in the Parents' Confidential Statement. Additional material about the program of financial aid at Bowdoin may be found on pages 53-74.

Awards of financial aid are made by the Committee on Student Aid in April and are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine 04011.

Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about $350,000 in 1965-1966 and will be made to about one-third of the entire student body. All awards are made on the basis of good rank and financial need. Since scholarship grants are not student honors, need is requisite in every case. The financial aid program is coordinated by the Director of Student Aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the Director of Admissions.

In recent years, more than $150,000 in loans have been made annually to students. Increasingly, long-term loans are becoming an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the Director of Student Aid. These loans, including those made from National Defense Student Loan funds, bear no interest during undergraduate residence. Interest at 3 percent is charged; and payment over a ten-year period is called for beginning one year after graduation or separation; or after completion of graduate study, Peace Corps service, or not more than three years of military service, or a combination of these. National Defense Student Loans also provide for the waiver of some payments for men who become teachers in public elementary or secondary schools. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Many jobs are assigned as a part of the financial aid program, some of them as direct supplement to grants and loans, but there are other opportunities for students who are interested, able, and willing to work. Except for the assignment of a few jobs known as Bursaries, special commitments for employment are not made to Freshmen until after the opening of college in September. The College participates in the Work-Study Program established under the Economic Opportunity Act of 1964.

PREMATRICULATION SCHOLARSHIPS: About sixty Freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $750 to $3,000. As noted above, some awards are direct grants, with others including the tender of loans and Bursaries. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the Director of Admissions before March 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise, as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the College Scholarship Service form.

A Freshman who holds a prematriculation award may be assured of continuing financial aid in like amount in his upper-class years if his need continues and his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require a C– average with not more than one grade below C– and no grade below D– in regular courses. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the Freshman year, will remain in effect for the full year unless the work of the holder is markedly unsatisfactory. Awards for such men may be reduced or withdrawn for periods of not less than one-half of one Semester or more than one Semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

GENERAL SCHOLARSHIPS: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may also be made in November for aid to be assigned during the Spring Semester. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single Semester are not considered as setting award levels for the following year.

BURSARIES AND MAJOR EMPLOYMENT ASSIGNMENTS: So far as practicable all college student jobs paying as much as $200 per year will be assigned to students of recognized need by agreement between the Director of Student Aid, the Department Head concerned, and the students to be employed. Bursaries, assigned to incoming freshmen as part of their financial aid, are subject to similar regulations, whether they involve college jobs or work in fraternities.

GRADUATE SCHOLARSHIPS: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the President. They are described on pages 70-72.

Prematriculation Scholarships

STATE OF MAINE SCHOLARSHIPS: These are the oldest of the prematriculation scholarships and are administered by a special committee of the Faculty. Each year in the spring the College holds a competition for students who are residents of Maine and who are completing or have completed their secondary school training in the State. Students who have matriculated at other colleges are not eligible. Examinations are set by the College in English, in mathematics, and general information. Schools will be divided into four groups based on the size of their enrollment, and two awards in amounts which vary according to individual need will be made in each group. All candidates who take State of Maine Scholarship examinations are also considered for all other prematriculation awards for which they may qualify.

Other awards specifically for candidates from Maine will be found among the scholarships listed on pages 58-70.

BOWDOIN SCHOLARSHIPS: The College offers four scholarships, varying in amount according to demonstrated need, to candidates who reside outside of the State of Maine.

BOWDOIN COLLEGE MERIT SCHOLARSHIPS: The College offers eight scholarships to be awarded by the National Merit Scholarship Corporation to eight Merit Semifinalists selected by Bowdoin College. A Semifinalist, to be considered for one of these Merit Scholarships, must indicate to the College or to the National Merit Scholarship Corporation his interest in attending Bowdoin. Merit Scholarships ranging from $100 to $1,500, depending on need, are renewed annually as long as performance is satisfactory.

Alumni Fund Scholarships: Thirty thousand dollars from the receipts of the Alumni Fund usually are set aside annually to provide scholarships for entering freshmen. These awards may be in amounts up to $2,000 depending on the financial status of each candidate, and selections are made by the Faculty Committee on Student Aid.

John Johnston Scholarships: The John Johnston Fund was established to provide scholarship aid to an able and worthy candidate, preferably from rural Maine, for whom a college education would be impossible without very considerable financial assistance.

Bowdoin Fathers Association Scholarship: An award, usually equal to tuition, is made available by the Bowdoin Fathers Association to a deserving candidate from outside New England. Selection is made by a committee composed of the Dean of the College, the Director of Admissions, and a member of the Faculty Committee on Preparatory Schools and Admissions.

George F. Baker Scholarships: Each year three or four able young men who give promise of leadership and capacity for growth and development through the rich experience of liberal studies will be selected as recipients of these scholarships, the gift of the George F. Baker Trust. The specific amount of the award is flexible, depending upon the need of the individual, and may be as much as $2,500. The Baker Scholarships are renewable throughout the recipients' Bowdoin careers, subject to continued need and effective performance. There are no restrictions to any particular field or career, although there is special interest in young men who are aiming at careers in business as the start, at least, of their life work. The special concern of the Baker Trust is the search for the development of young men as potential leaders in American life.

Adriel Ulmer Bird Scholarship: One award is made each year to a resident of New England who is attending a New England school. The recipient is selected by the Dean of the College and the Director of Admissions.

John Brown Russwurm Scholarship: This scholarship, named for John Brown Russwurm, of the Class of 1826, one of the first two Negroes to graduate from an American college, is awarded annually to an outstanding student, with the cooperation of the National Scholarship Service and the Fund for Negro Students.

Wayne Sibley Scholarship: One award of about $1,000 is available each year to a deserving candidate from Worcester County, Massachusetts.

Alfred P. Sloan National Scholarships: The Alfred P. Sloan Foundation, Inc., offers the College two scholarships for entering freshmen, the recipients to be selected by Bowdoin. In most cases, these awards are renewable in the Sophomore and upper-class years. These stipends may range to a maximum of $2,000. Although the Foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates for the Sloan awards, it recognizes this would probably be impracticable. The College receives an additional grant for each scholarship recipient who is enrolled.

General Motors Scholarships: One award is made by Bowdoin each year to a member of the entering class under the terms of the College Plan of the General Motors Scholarship Program. The amount of the award is not fixed but is designed to enable the student to meet his total expenses for the year. The grant may be renewed each year in accordance with the scholarship requirements of the College.

Under this program the College receives from General Motors Corporation an additional grant for each scholarship recipient who is enrolled.

Procter & Gamble Scholarships: These four-year scholarships are awarded by the College to entering freshmen. The grant from the Procter & Gamble Fund covers full tuition with an annual allowance for fees, books, and supplies, plus an annual grant of $600 to the institution. Awards will be made on the basis of financial need.

Woolf Peirez Scholarship: The Woolf Peirez Scholarship Fund was established in 1957 by L. A. Peirez to provide a scholarship for an entering freshman from New York City or Nassau County, preferably for one who is foreign-born or of foreign-born parents without means or influence.

General Scholarships

The awards made as General Scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Student Aid, but others, especially for Freshmen, are made at the end of the Fall Semester. The scholarships are listed in alphabetical order; the dates of foundation are enclosed within parentheses. If restrictions regarding recipients exist, this information has been added.

ALPHABETICAL LIST OF SCHOLARSHIPS

Name with date of foundation	*Donor or source*	*Amount*
E. Farrington Abbott 1903 (1965)	His family	$10,250
Preference, first, to students from Androscoggin County, and, second, to students from Maine.		
Clara Rundlett Achorn (1932)	Edgar O. Achorn 1881	10,000
Preferably to students from Lincoln Academy, Newcastle.		
Fred H. Albee 1899 (1957)	Mrs. Louella B. Albee	24,445
Louella B. Albee (1964)	Mrs. Louella B. Albee	
One-half the income of a trust fund.		
Stanwood Alexander (1903)	DeAlva S. Alexander 1870	9,668
Preferably to students from Richmond, or for excellence in American History.		
Leon W. and Hazel L. Babcock (1965)	Leon W. Babcock 1917	14,872
Students showing aptitude and interest in the study of the physical sciences.		
Antanina Kunigonis-Marcinkevicius Bachulus (1964)	John Matthew Bachulus 1922	10,200
Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.		
Eva D. H. Baker (1932)	Guy P. Estes 1909	4,546
Preferably to a Christian Scientist.		
Dennis M. Bangs 1891 (1918)	Mrs. Hadassah J. Bangs	4,829

Name with date of foundation		*Donor or source*	*Amount*
Henry F. Barrows	(1950)	Fanny Barrows Reed	
One or more scholarships from a trust fund, for Protestant students.			
Willard Streeter Bass 1896 and John Russell Bass 1900	(1964)	His family	9,603
Students from Wilton, other towns in Franklin County, or from Maine.			
Freeman E. Bennett, Medical 1899 and Ella M. Bennett	(1950)	Ella M. Bennett	33,180
Harold Lee Berry	(1959)	Harold Lee Berry 1901	11,328
Beverly	(1923)	Beverly (Mass.) Men's Singing Club	2,579
Preference to students from Beverly, Massachusetts.			
William Bingham, 2nd	(1956)	Trustees, Betterment Fund under the will of William Bingham, 2nd	25,000
Students from Bethel, other towns in Oxford County, or from Maine.			
Adriel U. Bird 1916	(1953)	A friend	65,000
Students from New England graduated from New England schools.			
William A. Blake 1873	(1882)	Mrs. Noah Woods	3,885
George F. Bourne	(1887)	Mrs. Narcissa S. Bourne	970
Bowdoin Club of Boston	(1965)	Bowdoin Club of Boston	
An annual gift restricted to an upperclassman from the Boston area.			
John H. Brett 1905 and George M. Brett 1897	(1957)	Mrs. John H. Brett	47,696
Geraldine Brewster	(1957)	Geraldine Brewster	4,288
William Buck, Medical 1859	(1947)	Anna S. Buck	1,500
A premedical student, preferably from Piscataquis County.			
Harold Hitz Burton 1909	(1965)	Various persons	1,263
Moses M. Butler 1845	(1903)	Mrs. Moses M. Butler	9,545
Buxton	(1875)	Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919	9,838
Preference to natives and residents of Buxton.			

Name with date of foundation		*Donor or source*	*Amount*
Florence M. Call	(1927)	Norman Call 1869	1,500
Capital Campaign	(1962)	Several persons	1,675
Sylvester B. Carter	(1918)	Sylvester B. Carter 1866	2,726
Residents of Massachusetts.			
Justus Charles	(1875)	Justus Charles	9,595
Henry T. Cheever	(1897)	Henry T. Cheever 1834	486
Chi Psi	(1946)	Chi Psi Fraternity	
$200 annually.			
Hugh J. Chisholm	(1915)	Mrs. Hugh J. Chisholm	49,884
Claff	(1963)	Claff Charitable Foundation	7,000
No award until principal reaches $25,000.			
Samuel Clark, Jr.	(1941)	Samuel Clark, Jr.	12,500
Students serving as assistants, preferably from Portland.			
Class of 1872	(1903)	Class of 1872	2,444
Class of 1881	(1907)	Class of 1881	3,947
Class of 1892	(1918)	Class of 1892	1,447
Class of 1896	(1917)	Class of 1896	5,800
Class of 1903	(1914)	Class of 1903	19,852
Preference to descendants of members of the Class.			
Class of 1916	(1941)	Class of 1916	5,507
Class of 1920	(1938)	Class of 1920	610
Class of 1926	(1951)	Class of 1926	29,302
Class of 1929	(1954)	Class of 1929	31,908
Preference to descendants of members of the Class.			
Class of 1930	(1955)	Class of 1930	15,358
Class of 1931	(1956)	Class of 1931	15,696
Class of 1932	(1957)	Class of 1932	17,181
Class of 1933	(1958)	Class of 1933	11,678
Preference to descendants of members of the Class.			
Class of 1936	(1961)	Class of 1936	28,325

Name with date of foundation	*Donor or source*	*Amount*
Class of 1944 (1944)	Class of 1944	8,765
Mary Cleaves (1872)	Mary Cleaves	3,012
Sanford B. Comery 1913 (1936)	Belmont High School and friends	1,000
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.		
Connecticut Alumni (1955)	Alumni Association of Connecticut	9,137
No award until principal reaches $10,000.		
Carleton S. Connor 1936 (1963)	His friends and relatives	30,152
Preference to students from Connecticut.		
Edmund C. Converse (1922)	Edmund C. Converse	51,376
Harry S. Coombs 1901 and Jane B. Coombs (1963)	Mrs. Jane B. Coombs	2,000
Else H. Copeland (1955)	Melvin T. Copeland 1906	30,000
Manton Copeland (1962)	Friends of Professor Copeland	13,212
Nelson Perley Cram 1861 (1872)	Marshall Cram	973
Ephraim C. Cummings 1853 (1914)	Mrs. Ephraim C. Cummings	2,914
Charles M. Cumston (1903)	Charles M. Cumston 1843	24,176
Preferably to graduates of the English High School of Boston.		
Murray S. Danforth 1901 (1956)	Miss Agnes H. Danforth	10,000
Legal residents of Maine preparing for the medical or related professions.		
Deane (1924)	Mrs. Sarah M. B. Deane	993
A deserving student showing particular ability in English Literature.		
Benjamin Delano (1877)	Benjamin Delano	973
Delaware (1953)	Anonymous	
An annual gift of $1,500 restricted to students from Delaware.		
Dodge (1959)	Leon A. Dodge 1913	20,000
Most deserving student who graduated from Lincoln Academy, Newcastle, or, if none, to students from Lincoln County.		

Name with date of foundation	*Donor or source*	*Amount*
John C. Dodge (1872)	John C. Dodge 1834 and sons	5,413
James L. Doherty 1889 and Harriet I. Doherty (1932)	Mrs. Harriet I. Doherty	5,000
Frank N. Drew (1926)	Franklin M. Drew 1858	2,000
Edward A. Drummond (1914)	Edward A. Drummond	5,050
Preferably to students from Bristol.		
Charles Dummer 1814 (1874)	Mrs. Charles Dummer	6,166
Alfred I. duPont Awards Foundation Communications Scholarships (1959)	Alfred I. duPont Awards Foundation	
Minimum awards of $500 from a fund of $5,000 for next year to students preparing to follow careers in the field of communications.		
Emma Jane Eaton (1947)	Mrs. Emma Jane Eaton	10,000
Students who are graduates of the Calais High School or natives of Washington County.		
Arnold Robert Eck 1942 and Charles Everett Eck 1941 Memorial Scholarships (1947)	Mrs. Edith Eck Boyer	
Two scholarships of $250 each annually, one to a member of the Chi Psi Fraternity.		
Ayres M. Edwards 1880 (1937)	Mrs. Ayres M. Edwards	5,375
Robert Seaver Edwards 1900 (1965)	Anonymous	5,500
John F. Eliot (1932)	John F. Eliot 1873	35,676
And Emerson (1875)	And Emerson	7,245
Lucilius A. Emery 1861 and Anne Crosby Emery (1933)	Mrs. Anne Crosby Emery Allinson	12,073
For an individual boy to be selected by the Dean of the College.		
William Engel (1964)	Mrs. William Engel	21,692
Dana Estes (1912)	Dana Estes	2,460
Guy P. Estes (1959)	Guy P. Estes 1909	100,000
For scholarships and support of the Bureau for Research in Municipal Government.		

Name with date of foundation	*Donor or source*	*Amount*
Lewis Darenydd Evans II 1946 (1950)	Frank C. Evans 1910 and Mrs. Evans	141,796
As scholarships or loans to students from the State of Maine.		
Hugh F. Farrington 1944 (1947)	Mrs. Hugh F. Farrington	200
A member of the Phi Delta Psi Fraternity to be awarded at the end of his Junior year.		
George W. Field (1881)	George W. Field 1837	4,066
Preference, first, to students or graduates of the Bangor Theological Seminary, and, second, to graduates of the Bangor High School.		
Edward Files (1960)	C. Edward Files 1908	3,600
Preference to a student from Cornish or a nearby town.		
Joseph N. Fiske (1896)	Mrs. Joseph N. Fiske	973
Benjamin A. G. Fuller 1839 (1916)	Anonymous	1,242
Preference to a student from Augusta.		
George Gannett 1842 (1913)	Mrs. George Gannett	6,289
General Electric College Bowl (1964)	General Electric Company and others	14,081
William L. Gerrish 1864 (1890)	Frederic H. Gerrish 1866	973
Charles H. Gilman 1882 (1924)	Mrs. Charles H. Gilman	1,000
Given Foundation (1960)	Given Foundation	100,000
Edwin W. Gould (1936)	Edwin W. Gould, Medical 1887	1,000
Joseph Gumbel 1906 and Lester Gumbel 1906 (1960)	Lester Gumbel	20,000
Henry W. and Anna E. Hale (1945)	Anonymous	15,154
John P. Hale 1827 (1916)	Mrs. John P. Hale and Mrs. Elizabeth H. Jacques	3,780
Hall-Mercer (1940)	Rev. Alexander G. Mercer	74,726
John F. Hartley 1829 (1915)	Frank Hartley	13,988
Students or graduates intending to enter the profession of the law.		
Moses Mason Hastings (1933)	Mrs. Agnes L. H. Dodge	8,753
Preferably to students from Bethel and Bangor.		

Name with date of foundation		*Donor or source*	*Amount*
Hasty	(1912)	Almira K. Hasty	1,000
Preferably to students from Portland or Cape Elizabeth.			
Ernest Lawrence Hill	(1960)	Mrs. Annette S. Hill	117,500
Linnie P. Hills	(1963)	Linnie P. Hills	9,809
Lucien Howe	(1931)	Lucien Howe 1870	44,167
Preferably to students intending to study ophthalmology or allied subjects.			
Caroline Huntress	(1943)	Roderick L. Huntress 1927	979
Guy H. Hutchins	(1943)	Guy H. Hutchins, Medical 1899	1,000
A student majoring in Biology or Chemistry.			
Winfield S. Hutchinson 1867	(1959)	Mrs. Winfield S. Hutchinson	33,416
Ireson-Pickard	(1960)	Jennie E. Ireson	5,000
Howard R. Ives 1898	(1917)	Friends of Mr. Ives	38,038
Henry W. Jarvis 1891	(1954)	Mrs. Eleanor Jarvis Newman	1,000
Alfred Johnson	(1870)	Alfred Waldo Johnson 1845	2,913
John Johnston 1832	(1938)	Albert Johnston	25,000
Sarah Maude Kaemmerling	(1959)	Sarah Maude Kaemmerling	67,083
Kappa	(1947)	Charles S. F. Lincoln 1891	3,388
To a member of the Psi Upsilon Fraternity.			
Frank H. Kidder	(1930)	Frank H. Kidder	21,333
Preference to graduates of Thayer Academy or students from Massachusetts.			
Kling	(1934)	Charles P. Kling	50,000
Provides tuition and books for students of Colonial or Revolutionary ancestry.			
George B. Knox	(1962)	George B. Knox 1929 and Mrs. Knox	109,185
Preference to students from California or the Pacific Coast as scholarships or financial aid.			

Above: *The musical activities of the College are housed in the Harvey Dow Gibson Hall of Music, which was dedicated in 1954. Here is the Glee Club rehearsing in its special room.* →

Below: *Chamber Music Concert in the dining room of Wentworth Hall of the Senior Center.*

Name with date of foundation		*Donor or source*	*Amount*
Lally	(1902)	Frederic E. Lally 1882	486
Joseph Lambert	(1896)	Mrs. Ann E. Lambert	970
John V. Lane 1887	(1942)	Susan H. Lane	5,000
Lawrence	(1926)	Mrs. Samuel C. Lawrence	25,025
Students residing in the State of Maine.			
Lawrence Foundation	(1847)	Mrs. Amos Lawrence	6,220
Preference to graduates of Lawrence Academy.			
Richard Almy Lee 1908	(1910)	Elizabeth Lee Eliot and Sylvia Lee	2,000
Preference to a member of the Beta Theta Pi Fraternity.			
Edward K. Leighton	(1953)	Edward K. Leighton 1901	
A part of the income of the Edward K. Leighton Fund. Students residing in Knox County.			
Leon Leighton and Margaret B. Leighton	(1944)	Leon Leighton, Jr. 1919	10,000
Preference to descendants of alumni of Bowdoin College.			
Abraham S. Levey and Fannie B. Levey Foundation	(1965)	Abraham S. Levey and Fannie B. Levey Foundation	
An annual gift of $500 for students pursuing a premedical course.			
Weston Lewis 1872	(1919)	Mrs. Weston Lewis	15,000
Charles F. Libby	(1945)	Charles F. Libby 1864	3,270
A student and resident of Portland, preferably pursuing a classical course.			
Agnes M. Lindsay	(1953)	Agnes M. Lindsay Trust	
An annual gift of $8,000. Preference for students from rural New England.			
Amos D. Lockwood	(1888)	Mrs. Sarah F. Lockwood	1,103
George C. Lovell	(1917)	Mrs. George C. Lovell	1,974
Preference to a student from Richmond.			
Lubec	(1961)	Sumner T. Pike 1913	50,000
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.			
Moses R. Ludwig and Albert F. Thomas	(1884)	Mrs. Hannah A. Ludwig	1,017

← Above: *The Museum of Art is open to the community as well as the College, and for over seventy years has occupied a central place on the campus. Its permanent collections and temporary exhibitions are enjoyed annually by thousands of visitors.*

Below: *A Studio Art Course.*

Name with date of foundation		*Donor or source*	*Amount*
Earle H. Lyford 1896	(1956)	Mrs. Earle H. Lyford	2,000
Scott S. McCune	(1963)	Mr. and Mrs. G. W. McCune, Jr., and George B. Knox 1929	25,000
Restricted to students from Idaho and Utah.			
S. Forbush McGarry, Jr.	(1941)	S. Forbush McGarry, Jr. 1936	2,000
George C. Mahoney	(1939)	George C. Mahoney 1891	8,310
Richard S. Mason	(1958)	Jane Graham Mason	
One-third of the income of a fund of $40,000.			
Charles P. Mattocks 1862	(1955)	Mary M. Bodge	2,000
Francis L. Mayhew	(1922)	Mrs. Calista S. Mayhew	6,333
James Means 1833	(1885)	William G. Means	2,040
Joseph E. Merrill	(1909)	Joseph E. Merrill 1854	
The sum of $4,000 annually from the income of this fund. To American-born students, preferably those born in Maine.			
Edward F. Moody 1903	(1912)	Inez A. Blanchard	3,869
To a meritorious student for proficiency in Chemistry.			
Jennie L. Moody	(1947)	William A. Moody 1882	20,000
Hoyt A. Moore	(1954)	Hoyt A. Moore 1895	100,000
For Maine boys, preferably from Ellsworth and other places in Hancock County.			
Freedom Moulton	(1933)	Augustus F. Moulton 1873	10,395
New Hampshire Charitable Fund	(1964)	New Hampshire Charitable Fund and New Hampshire Alumni	30,000
A student residing in the State of New Hampshire.			
Edward H. Newbegin 1891	(1909)	Henry Newbegin 1857	1,456
Guilford S. Newcomb 1848	(1939)	Edward R. Stearns 1889	1,000
A worthy student from Warren.			
Crosby Stuart Noyes	(1897)	Crosby Stuart Noyes	3,885
Preference to natives or residents of Minot.			

Name with date of foundation		*Donor or source*	*Amount*
O'Brien	(1935)	Mrs. Harriet O'Brien Walker	5,000
Preferably to students from Machias.			
Alpheus S. Packard 1816	(1905)	Alpheus S. Packard 1861	2,000
A student in Botany, Geology, or Zoology.			
Abby Page	(1919)	Harvey D. Gibson 1902	
Two scholarships of $250 each to two boys of each graduating class in Fryeburg Academy, to be selected by the Trustees of the Academy.			
George W. Parsons 1887	(1957)	Harry S. Parsons	2,500
To a student from Brunswick.			
John H. Payne	(1947)	John H. Payne 1876	9,500
Preferably students born and brought up in the State of Maine.			
Payson	(1935)	Mrs. Charles H. Payson	51,125
Roland M. Peck 1870	(1917)	Anna Aurilla Peck	973
Woolf Peirez	(1958)	L. A. Peirez	15,746
Students from New York City or Nassau County, preferably those who are foreign-born or are of foreign-born parents.			
Samuel H. and Sarah Allen Perkins	(1963)	Samuel H. Perkins	1,007
Arthur L. Perry 1874	(1936)	Mary A. Perry	5,000
Trueman S. Perry	(1939)	Trueman S. Perry 1850	882
A student looking to the Evangelical ministry as a profession.			
Margaret M. Pickard	(1954)	John C. Pickard 1922	25,000
Elias D. Pierce	(1878)	Mrs. Lydia Pierce	1,020
Stanley Plummer	(1920)	Stanley Plummer 1867	2,016
Preference to students born in Dexter.			
Potter	(1950)	Caroline N. Potter	52,500
Walter Averill Powers 1906	(1963)	Ralph A. Powers 1913	10,000
A student residing in the State of Maine.			
John Finzer Presnell, Jr. 1936	(1947)	Mr. and Mrs. John F. Presnell	1,000
A student of high Christian principles.			
C. Hamilton Preston	(1955)	C. Hamilton Preston 1902	2,000

Name with date of foundation		*Donor or source*	*Amount*
Annie E. Purinton	(1908)	Mrs. D. Webster King	5,005
Preference to a Topsham or Brunswick boy.			
Henry B. Quinby 1869	(1930)	Mrs. Gurdon Maynard	43,000
Preference to students from Maine, of American ancestry on both sides.			
Returned	(1933)	Various persons	7,648
C. Earle Richardson and Ethel M. Richardson	(1963)	C. Earle Richardson 1909	84,936
Preference to students from Maine.			
Rodney E. Ross	(1965)	Rodney E. Ross 1910	10,225
Walter L. Sanborn Oxford County Scholarship	(1948)	Walter L. Sanborn 1901	19,336
Residents of Oxford County, preferably from Norway and Paris.			
Mary L. Savage	(1872)	William T. Savage 1833	1,068
Stephen Sewall	(1873)	Stephen Sewall	1,068
William B. Sewall	(1870)	Mrs. William B. Sewall	1,129
Charles B. Shackford 1863	(1963)	Martha Hale Shackford	10,000
A student or students studying in the humanities.			
Charles Wells Shaw	(1942)	Mrs. William C. Merryman	1,000
Preference to residents of Bath or Brunswick.			
Shepley	(1871)	Ether Shepley	973
Sherman N. Shumway 1917	(1959)	His family	84,294
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.			
Wayne Sibley	(1956)	George I. Alden Trust	30,000
Preferably to a student from Worcester County, Massachusetts.			
Freeman H. and Anne E. Smith	(1934)	Mrs. Cora A. Spaulding	2,000
To two students preferably from North Haven, Vinalhaven, or Rockland.			
Joseph W. Spaulding	(1926)	Mary C. Spaulding	2,500
To a member of the Freshman Class.			

Name with date of foundation		*Donor or source*	*Amount*
Ellis Spear	(1919)	Ellis Spear 1858	11,006
William E. Spear 1870	(1924)	Mrs. William E. Spear	1,195
John G. Stetson 1854	(1954)	Marian Stetson	58,975
Preference to boys from Lincoln County.			
William Law Symonds 1854	(1902)	His family	3,367
Preference to a student showing tendency to excellence in Literature.			
Jane Tappan	(1956)	Mrs. Margaret Tappan Shorey	7,000
W. W. Thomas	(1875)	William Widgery Thomas	5,828
Earle S. Thompson	(1961)	Earle S. Thompson 1914	30,052
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that County, and, second, to those resident in the State of Maine.			
Frederic Erle Thornlay Tillotson	(1962)	His friends	11,614
A Freshman interested and talented in Music.			
Marvin Tracey 1951	(1965)	Mrs. Dorothy Simon	2,518
Charles I. Travelli	(1948)	Charles I. Travelli Fund	
Annual stipends awarded from year to year by the Trustees of the Fund to students of high character and scholastic standing whose participation in extracurricular activities and whose "campus citizenship" have contributed significantly to the interests of the College as a whole.			
Hiram Tuell 1869	(1946)	Harriet E. and Anne K. Tuell	500
21 Appleton Hall	(1940)	Former occupants	3,000
Walker	(1935)	Annetta O'Brien Walker	25,000
John Prescott Webber, Jr. 1903	(1902)	John P. Webber	2,654
George Webster 1859	(1948)	Mary L. Webster	3,000
Wentworth	(1937)	Walter V. Wentworth 1886	1,000
Ellen J. Whitmore	(1903)	Ellen J. Whitmore	1,943

Name with date of foundation	*Donor or source*	*Amount*
Huldah Whitmore (1887)	William G. Barrows 1839	4,856
Nathaniel M. Whitmore 1854 and George S. Whitmore 1856 (1887)	Mrs. Mary J. Whitmore	2,096
Frederick W. Willey and Elizabeth M. Willey (1963) No award for ten years.	Frederick W. Willey 1917 and Mrs. Willey	5,337
Clara Bowdoin Winthrop (1959) A gift for the support of a 4-year scholarship.	Clara Bowdoin Winthrop	
Roliston G. Woodbury 1922 (1964)	Various donors	750
Richard Woodhull 1827 (1912) Preference to the descendants of the Reverend Richard Woodhull.	Mrs. Mary E. W. Perry	9,964
Cyrus Woodman 1836 (1903)	Mary Woodman	8,433
Fountain Livingston and Martha Higgins Young (1964)	Paul C. Young 1918 and John G. Young 1921	21,000
Louis J. Zamanis (1961)	Mrs. Louis J. Zamanis	8,000

In recent years numerous corporations, foundations, and individuals have made gifts for scholarship purposes. Such gifts are listed each year in the *Financial Reports.*

Graduate Scholarships: Arts and Sciences

Applications for graduate scholarships should be made in writing to the President before May 16, 1966.

CHARLES CARROLL EVERETT SCHOLARSHIP. A fund of $13,993 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the President and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

GUY CHARLES HOWARD SCHOLARSHIP. A fund of $21,155 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP. A fund of $10,058 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

THE WILMOT BROOKINGS MITCHELL GRADUATE SCHOLARSHIP. An award of $1,000 from a fund established by Hugh A. Mitchell, of the Class of 1919, "to honor the memory of my father and his love for Bowdoin." Professor Mitchell was a member of the Class of 1890 and from 1893 to 1939 Edward Little Professor of Rhetoric and Oratory. The award is made by the President upon recommendation of a committee composed of the three senior professors of the Department of English "to a member of each graduating class who has majored in English and intends to teach English, the winning candidate to be selected on the basis of character as well as superior ability and talent for teaching." The award is to be used to help defray the costs of graduate work in a leading university in this country or England. (1965)

GALEN C. MOSES GRADUATE SCHOLARSHIP. A fund of $5,010 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'BRIEN GRADUATE SCHOLARSHIP. A fund of $20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

NATHAN WEBB RESEARCH SCHOLARSHIP IN ENGLISH OR IN ENGLISH

Literature. A fund of $32,217 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of $1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. "If deemed advisable, the said scholarship may be awarded to the same student for two or three years in succession, but no longer." (1963)

In addition to the scholarships indicated here, Bowdoin students will be nominated and placed in competition for the Rhodes Scholarships, Woodrow Wilson Fellowships, and the Marshall Scholarships, and may apply for Fulbright Scholarships for study abroad, National Science Foundation Graduate Fellowships, and other fellowships supported by the Government, foundations, or universities.

Graduate Scholarship: Law

Lee G. Paul Scholarship. A fund of $10,050 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid. (1964)

Graduate Scholarships: Medicine

Garcelon and Merritt Fund. About $10,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school.

Applications for medical scholarships must be made upon forms furnished by the President of the College, and must be received by the President before December 1.

Loan Funds

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the Director of Student Aid.

Name with date of foundation		*Donor or source*	*Amount*
Bowdoin	(1959)	Appropriation	$64,275
George O. Cummings Administered by the Deans.	(1943)	George O. Cummings 1913	2,200
George P. Davenport Loan and Trust Fund	(1908)	George P. Davenport 1867	14,217
George P. Davenport Student Loan Fund Preference to graduates of Morse High School, Bath, Maine.	(1959)	Trustees of the Davenport Fund	2,342
Guy P. Gannett	(1941)	Anonymous	16,667
Augustus T. Hatch 1897	(1958)	Davenport-Hatch Foundation, Inc.	5,294
Albion Howe 1861	(1903)	Lucien Howe 1870	4,667
Edward P. Hutchinson Administered by the Deans.	(1940)	Edward P. Hutchinson 1927	594
William DeWitt Hyde and Kenneth C. M. Sills Administered by the President and Dean of the College. For undergraduates, instructors, and assistant professors.	(1964)	Established by Fred R. Lord 1911	26,666
Arthur S. Libby 1899	(1949)	Mrs. Arthur S. Libby	1,453
Charles W. Marston 1896	(1960)	Mrs. Charles W. Marston	5,304
Meddiebempsters'	(1950)	"The Meddiebempsters"	490
Carleton P. Merrill 1896	(1963)	Ella P. Merrill	5,000
New England Society Loan Fund	(1947)	New England Society in the City of New York	2,244
New England Society Student Aid Fund Preference to students from New York City metropolitan area.	(1960)	New England Society in the City of New York	25,000

Name with date of foundation		*Donor or source*	*Amount*
President's	(1919)	Various donors	23,930
Alfred P. Sloan Foundation	(1960)	Alfred P. Sloan Foundation	13,542

In addition, under the terms of The National Defense Education Act Loan Fund, about $462,710 has been provided by grants from the United States Government and supplemented by the College. Loans are made as provided under Title II, Public Law 85-864 of September 2, 1958—The National Defense Education Act of 1958, as amended. (1959)

The Curriculum

THE objectives of the College are clearly stated in Bowdoin: A Liberal College on pages 5-6. Through the years the College has clung to those objectives. It has sought to teach its students:

(1) To be more widely informed and more deeply understanding by helping them to gain a more accurate knowledge of the world in which they are living by means of an awareness of the contributions of the arts and sciences of the ancient and modern civilizations;

(2) To become wiser by training them to think analytically, and encouraging them to develop a set of values by which to order their lives, and to make relevant use of their knowledge for the common good; and

(3) To be more effective by developing their power to give clear, cogent, and interesting oral and written expression to what they think and believe.

The program attempts throughout the college career to develop a broad understanding of the branches of learning which are essential to a liberal education and also a deeper mastery of one field which the student chooses as his own. The requirements for distribution and concentration are designed to promote both types of experience.

Bowdoin favors the principle of voluntary selection of subjects, believing that the student brings the keenest interest to, and reaps the greatest rewards from, those fields to which he is naturally attracted. The distribution requirements, however, lead the student into each of the three broad areas of learning: the humanities, mathematics and the sciences, and the social studies. Through required English courses the student develops his ability to write and speak clearly and forcefully. Further training in expression, as well as the mastery of material and the ability to make sound critical judgments, is provided in the courses taken to meet the distribution requirements. The student is introduced to the methodology of science through at least one laboratory course. These experiences enable the student to learn enough about a wide range of subjects and about his own talents to make a wise choice of a field of concentration for advanced work.

In the Junior and Senior years all students pursue a major program under the guidance of one Department of the College. A coordinated schedule of courses is supplemented in most cases by a series of major meetings and by a comprehensive examination on the entire major field at the end of the Senior year. Students with good records are encouraged to become candidates for the degree with departmental honors by undertaking a research project defined through consultation with faculty members of the major Department.

While completing his specialized requirements, the Senior also works in areas other than that of his specialty. He participates in two Seminars, one in each Semester. Although the Seminars must be outside the major field, they proceed on a more advanced level than the introductory courses of the first three years, and they investigate topics that are educationally significant but limited in scope, rather than attempting broad surveys of entire fields of knowledge.

Bowdoin believes that as a result of this pattern general and specialized education constantly reinforce each other and that the errors of excessive specialization at one extreme, and of superficiality at the other, can be avoided.

REQUIREMENTS FOR THE DEGREE

For the degree of Bachelor of Arts the student must fulfill the requirements listed below:

I. Distribution Requirements

In order to provide his entire program with suitable breadth, each student is required to meet certain distribution requirements. For this purpose the curriculum is divided into the following three Divisions:

Division I *The Humanities*	*Division II* *Mathematics & Sciences*	*Division III* *The Social Studies*
Art	Astronomy	Economics
English	*Biology	Education
French	*Chemistry	Government
German	*Geology	History
Greek	Mathematics	Philosophy
Italian	*Physics	Sociology
Latin	Psychology	
Music		
Philosophy		
Religion		
Russian		
Spanish		

Each student is required to complete four semester courses in each Division. Two of the courses in each Division must be completed by the end of the Sophomore year. No more than two Semesters in any one subject may be counted toward meeting the distribution requirements. In Division I the distribution requirements are satisfied only by courses at the literature level in foreign language Departments and only by courses counting toward the major in the Department of English.

(In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.)

The starred subjects satisfy the laboratory science requirement.

NOTE: Geology satisfies the laboratory science requirement only for students with a year's work in college mathematics.

II. SPECIFIC REQUIREMENTS

A. ORAL AND WRITTEN ENGLISH:

1. *English* 1-2 and *English* 4 (Oral Communication).
2. Acceptable English in both oral and written work in all courses.

B. PHYSICAL EDUCATION:

Two years of *Physical Education.*

C. FOREIGN LANGUAGES:

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college. The requirement may be completed in three ways:

1. By taking two years of French, German, Spanish, Russian, Greek, or Latin.
2. By taking a year course in the literature of one of the above languages.
3. By taking a year course in advanced oral composition in French, German, or Spanish.

NOTE: Students electing Spanish to satisfy the language requirement must begin at the second- or third-year level after passing a qualifying examination.

D. LABORATORY SCIENCE:

Completion of two Semesters in laboratory science. This requirement must be undertaken not later than the beginning of the Junior year. The courses taken count toward the distribution requirements.

E. LITERATURE:

Completion of two Semesters of literature in the original language. The courses taken may count toward the distribution requirements and the language requirement.

F. Major and Minor:
Completion of a major field of concentration and of a minor.

G. Senior Seminars:
Completion of two Senior Seminar courses, one in the Fall Semester and one in the Spring Semester of the Senior year. These Seminars are *not* to be subjects in the student's major Department, and at least one of the two Seminars must be outside not only the Department but outside the Division—science, the humanities, or the social studies—in which the major Department falls.

H. Courses and Grades:

1. To be eligible for a degree, a candidate must have completed thirty-four semester courses or their equivalent and either the major course of his Department or the two semester courses offered in lieu of the comprehensive examination.

2. Each student is required to achieve a grade of C– or higher in at least twenty semester courses offered to fulfill the course requirement for graduation.

3. A year course is equivalent to two semester courses. *English* 4; *Military Science* 11-12, 21-22; and *Physical Education* are not counted in the requirements set forth in H.

4. Courses: Juniors must take four courses, or five if they used the option of postponing their fifth course in Sophomore year because of the requirement in Military Science. Seniors and Special Students are required to take four regular courses each Semester.

5. Course Examinations: The regular examinations of the College are held at the close of each Semester. An absence from an examination entails the mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Dean's Office may authorize makeup of the examination.

6. Rank: The rank of a student in each course is computed on a scale of 100, but is preserved on the college records in the letters *A, B, C, D,* and *E.* They signify the following ranks: *A*+ 97-100, *A* 94-96, *A*– 90-93, *B*+ 87-89, *B* 84-86, *B*– 80-83, *C*+ 77-79, *C* 74-76, *C*– 70-73, *D*+ 67-69, *D* 64-66, *D*– 60-63 (Grades of *D*+, *D,* and *D*– denote passing, but unsatisfactory work), *E* a rank lower than 60 and a failure. Final average and class standing are computed on the basis of the best thirty-four or thirty-six courses, depending upon the requirements of the student's major program. Included are all required regular courses, *English* 4, and the major course.

I. Residence:

To be eligible for a degree, a candidate must have been in residence at Bowdoin College for at least one year.

No student shall be permitted to remain at Bowdoin for more than nine Semesters of full-time work.

In fulfilling the requirements for the degree any student especially qualified to do so may take a course not otherwise open to him in lieu of the one required with the consent of the Department concerned and of the Recording Committee.

GENERAL REGULATIONS

1. The Chapel-Forum Program: Members of the three lower classes are expected to attend each Semester any combination of weekday Chapel and Forum Programs totaling ten. Unless excused in advance by the Dean of Students, they are also expected to attend Sunday Vespers at least four times each Semester. Seniors who have met these obligations satisfactorily attend weekly and Sunday exercises on a voluntary basis.

2. Deficiency in Scholarship: Students receive a major warning and are placed on probation if they are reported to be below passing in two or more of their regular courses (for the purpose of a major warning, *English* 4 counts as a regular course) at any warning period (middle and end of each Semester). Major warnings at two successive warning periods or at the end of two successive Semesters render a student liable to dismissal from college for deficiency in scholarship. Freshmen, however, are usually given a full college year in which to become adjusted to college work.

During his first two Semesters at Bowdoin, each student must secure a minimum of two semester grades of C– or higher to be permitted to remain in college. Terms of readmission, if any, for students dropped under this rule shall be set by the Recording Committee.

During the first four Semesters, each student must secure at least eight semester grades of C– or higher to be permitted to remain in college. Students failing to meet this standard are dropped and their probation is closed. Grades in *English* 4 and *Military Science* 11-12, 21-22 are not counted in this tabulation, nor are grades in courses taken at other colleges.

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college.

3. Reports of Standing: A report of the ranks of each student is sent to his parents or guardian at the close of each Semester.

4. The Dean's List: Students who have attained a B– average with not more than one grade below B– and no grade lower than C in their regular courses for one Semester are placed on the Dean's List and given certain privileges regarding attendance at classes.

THE FRESHMAN YEAR

The program for a Freshman is:

(1) *English* 1-2 or an advanced course in English for which he may qualify, and *English* 4.

(2) *Physical Education.*

(3) A course toward the satisfaction of the language requirement. That course may be any one of the following or a more advanced course in the same Department: *French* 1-2; *German* 1-2; *Greek* 1, 2; *Latin* 3, 4; *Russian* 1-2; *Spanish* 3-4. (Students electing *Spanish* 3-4 must first pass a qualifying examination given by the Department.)

(4) A year's work in laboratory science or a year's work in mathematics.

(5) A second language, ancient or modern, or any course which is open to him offered by a major Department in Division II or III.

The courses at present open to Freshmen in Divisions II and III are:

Biology 1-2
Chemistry 11, 12
Government 1-2
History 1-2
Mathematics 11, 12
Mathematics 14
Philosophy 11-12
Physics 11-12
Sociology 1-2

In unusual circumstances Freshmen may be admitted to other courses with the consent of the Department concerned.

Freshmen should note especially item 2 in General Regulations on page 79.

THE SOPHOMORE YEAR

Two courses in each of the Divisions into which the curriculum is divided must be completed by the end of the Sophomore year. (In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.) Courses leading to the completion of the requirements in foreign languages and in oral and written English must ordinarily be continued until the requirements are satisfied. Five regular courses and *Physical Educa-*

Above: *Working on scenery in the shop above the auditorium of Pickard → Theater.*

Below: *The Masque and Gown schedule is a busy one throughout the entire college year.*

tion must be taken each Semester, except that students enrolled in the Military Science program have the option of postponing their fifth course to the Junior year.

By the end of his Sophomore year each student must choose both his major subject after consultation with the Department concerned, and a minor planned with and approved by that Department. A student who has not been accepted in a major Department prior to his Junior year cannot continue his registration.

Sophomores should note especially item 2 in GENERAL REGULATIONS on page 79.

THE MAJOR PROGRAM

A major program is offered by every Department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in COURSES OF INSTRUCTION on pages 91-150.

Interdepartmental major programs, designed to meet an individual, cultural, or professional objective, may be offered if approved by the Departments concerned and the Recording Committee.

The Choice of a Major

Each student must choose his major by the end of his Sophomore year after consultation with the Department concerned. During the week preceding the spring vacation, the Registrar shall post hours for faculty conferences with Sophomores regarding choice of a major. No student may major in a Department unless he has satisfied the Department that he is able to do work of at least C– quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the Departments concerned. A student who has not been accepted in a major Department cannot continue his registration.

The Requirements for the Completion of a Major Program

Each student shall pass at least six semester course units approved by the major Department and, where appropriate, the major course with a grade of C– or better in more than half of those offered for the major or of those used to satisfy the course requirements of the Chemistry, Mathematics, or Physics Departments.

← Above: *Frequent individual conferences are a feature of the major programs planned to prepare students for their comprehensive examinations in their special fields of concentration.*

Below: *The Chase Barn Chamber provides a congenial setting for departmental major meetings and seminars.*

Each student shall complete a minor planned with and approved by his major Department, consisting of four semester units in one Department, or two semester units in each of two related Departments.

Each student shall pass a comprehensive written examination and, if required by the Department, an oral examination. The Departments of Chemistry, Mathematics, and Physics may permit a student to substitute for the comprehensive examination two extra courses in addition to those otherwise required for graduation.

Each student shall take a course in his major Department in each Semester of his Senior year.

The Major Course

Each student who is to take a comprehensive examination shall complete satisfactorily the major course of his Department which shall be in addition to those otherwise required for graduation. The major course shall consist of at least four seminars or conferences in each of the last four Semesters, and shall include a substantial amount of written work. The Departments of Chemistry, Mathematics, and Physics, in special cases, may waive the two extra courses referred to above, and require equivalent major work in the Senior year as preparation for a comprehensive examination.

A Department may give warnings in its major course; such warnings shall be equivalent to those given in other courses. The grade for the major course may or may not be the same as that given for the major examination. It shall not be given until the major examination has been taken.

Administrative Provisions

Major examination grades shall be recorded on the student's transcript of grades. Announcement of the results shall be made through the Dean's Office only.

Students who have passed their major examinations with a grade of B– or better shall be exempted, if they so desire, from the final examinations in the courses being offered for their major after consultation with the faculty members concerned.

Students who fail in the major examinations are entitled to reexamination only with the consent of the Department concerned and of the Recording Committee. Save in exceptional circumstances such reexamination shall not be given until the lapse of at least a three-month interval.

A student shall normally take his major examination during his final Semester. Any student who is authorized by the Recording

Committee to complete his work for the degree by taking summer courses shall with the consent of the Dean take a major examination in the regular period of the Spring Semester.

The major examination shall be given during a period immediately preceding final examinations, as designated by the Dean of the College. The date shall be listed in the College Catalogue.

INDEPENDENT STUDY UNDER THE MAJOR PROGRAM

The Honors Project

A student with honor grades in courses offered to fulfill the requirements for the major may with the endorsement of the Department be admitted to a course of independent study during which he will prepare an Honors Project under tutorial supervision. The project may take various forms in accordance with the views of the several departments; thus although in most departments the project may consist of a written dissertation or an appropriate account of an original investigation, projects in music, the fine arts, and letters are also acceptable. Ordinarily the Department will approve one or two Semesters of independent study for honors, for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the Department, and filed in the Dean's Office. The plan for a Fall Semester must be on file by October 1; the plan for a Spring Semester by December 1. Where more than one Semester's credit is sought, the project will be subject to review at the end of the first Semester. In special cases the Recording Committee, upon recommendation of the Department, may extend credit for one or two additional Semester courses. The final corrected copy of the project must be submitted to the Department before the last day of classes of the final Semester of the work. *For administrative purposes this independent study will bear one or more of the course numbers* 301, 302, 303, 304, *depending upon the number of course credits allowed.*

In exceptional cases a Department may permit a student to undertake an Honors Project who has lower grades than those specified above, provided that it seems likely to the Department that by the end of his Senior year he will have attained honor grades in the minimum number of courses required for a major in that Department.

Other Independent Study

A student who is not a candidate for honors and who does not have the required grades for honors may also undertake an independent study project that carries academic credit, provided his major Department recommends him. The intent of this provision is to extend so far as possible the opportunity for independent work analogous to honors work to students who will probably not qualify for honors, but who in the opinion of the Department can profit from independent study. *All the provisions listed under* The Honors Project *above will apply, except that no more than two course credits will be allowed. For administrative purposes this independent study will bear one or both of the course numbers* 201, 202, *depending upon the number of course credits allowed.*

THE AWARD OF HONORS

Departmental Honors

Award of departmental honors shall be on the basis of: (a) honor grades in the major course units required and, when offered, in the major course; (b) honor grades in a written and oral comprehensive examination, or in the two extra courses required as an equivalent by the Departments of Chemistry, Mathematics, and Physics; and (c) initiative, originality, and high attainment in the honors work under tutorial supervision as evidenced by an honor grade.

All written work accepted as fulfilling honors requirements shall be deposited in the Library in a form specified by the Library Committee.

The degree with honors in his major subject shall be awarded to a student who has exceptionally distinguished himself in that subject. It shall be awarded in three grades: with *honors,* with *high honors,* and with *highest honors.* The award shall be made by the Faculty on recommendation of the Department.

General Honors

A degree *summa cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least three years, and who has been awarded at least *high honors* in his major subject.

A degree *magna cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree and who has been in residence at Bowdoin for at least three years; or who has obtained an average grade of 91.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least two years, and who has been awarded at least *honors* in his major subject.

A degree *cum laude* shall be awarded to a student who has obtained an average grade of 85.0 in the necessary number of Bowdoin courses presented for the degree.

THE SENIOR PROGRAM

In September, 1964, Bowdoin College introduced a new educational program for Seniors, conducted in a specially designed Senior Center. One might reasonably interpret this endeavor in either of two ways: as a bold and unprecedented innovation in college education, or as an effort to recapture some of the traditional values of the small residential college to which Bowdoin has remained dedicated in spite of growth and change. It was from both of these perspectives that Bowdoin conducted the long and careful study of undergraduate interests and needs, leading to the decision to construct the Senior Center.

Some change in the facilities of the College was made necessary by the decision of the Governing Boards and the Faculty to increase the authorized enrollment from 775 to 925 students. Like other liberal arts colleges which had long depended upon fraternities to provide housing for many students and dining facilities for virtually all of them, Bowdoin found that even the modest increase contemplated would be more than the already overcrowded facilities of the College could accommodate. Accordingly, it was determined that the College would build living and dining quarters to provide for the increased enrollment and to reduce the need for many undergraduates to seek off-campus housing.

But the Senior Center was not merely or primarily a response to a problem of numbers. Rather, it grew out of a searching reexamination of the educational experience at the College. Because the perspective of Seniors has changed markedly over the past two decades, Bowdoin found the Senior year to be the point in undergraduate education when fundamental change was most needed and could lead to the most desirable results.

The Senior now takes less interest in college life of the traditional sort. His chief concerns are two: the successful completion of his undergraduate work (especially his concentration in a major field of learning) and his plans for graduate study or entry into a vocation after receiving his Bachelor of Arts degree. No longer willing to regard the Senior year as a final plunge into the pool of undergraduate activities, the Senior today carefully charts his course for a more significant voyage. He is well aware that he is about to assume the responsibilities of adult citizenship in a troubled world which desperately needs the finest contribution educated leaders are capable of making.

In redesigning the program of the Senior year, Bowdoin took these considerations into account. The College sought to make the Senior year a more fitting culmination of liberal study and a recognized time of transition to the assumption of larger responsibilities. The new design included curricular innovations, a variety of educational offerings outside the classroom, and an intellectually stimulating environment.

The formal academic portion of the Senior Program includes Seminars and an increased emphasis upon independent study. The major program in a department chosen by the student, including honors work for qualified Seniors, and elective courses in various fields of study continue as in the past to be fundamental parts of the educational experience of the Senior year.

Each Senior participates in two Seminars, one per Semester. Carrying academic credit, the Seminars count toward the degree requirements as do traditional courses. Each Seminar consists of one or more instructors and approximately fifteen students, who explore in some depth a problem within an area of learning. Penetrating analysis is expected rather than the accumulation of a wide range of information such as might be sought in an introductory course.

The variety of subjects offered enables each student to choose two that especially interest him. He must take the two Seminars outside his major field. This gives him some of the satisfaction of intensive work in areas other than that of his specialty. At least one of the Seminars must be (and both may be) outside the division—the social studies, the humanities, or mathematics and the sciences—in which the major lies. In an effort to reduce the inevitable concern over fine shadings of grades, the Faculty provided that the Seminar instructor rate each student's performance simply as "pass," "fail," or "distinction," and that the Seminar grades, though recorded on the student's record, be disregarded in computing overall grade average and class standing. A list of the Seminars offered in the Spring Semester, 1965, and scheduled for 1965-1966 is given on pp. 149-150.

The Senior Center is designed as a community of scholars whose educational growth is not restricted to the classroom. A residence for the Director of the Senior Center and his family is provided as an integral part of the Center. Two faculty members and a number of foreign teaching fellows also have living quarters in the Center, so that they can maintain close contact with the Seniors. Guest suites for lecturers and other visitors from outside Bowdoin enable the Center to invite a variety of persons to come for extended visits, during which individual conferences and small group discussions can be held. Often a lecturer whose specialty is related to the subject of one of the Seminars presents a public lecture of general interest, meets with the members of one of the Senior Seminars for a more specialized encounter, and holds discussions with interested students in his guest suite, in the Senior Center dining hall, or in one of the small meeting rooms of the Center. Musical, dramatic, and artistic events take place in the Center, with students sometimes as spectators, sometimes as participants.

To assist the Senior with his career planning, the Senior Center, in cooperation with the Placement Bureau and the various academic departments of the College, conducts a broad advisory program of career and graduate study guidance. Bowdoin alumni and others representing many careers are invited to the Center to advise students who show interest in pursuing similar callings. The Center maintains a library of catalogues and other materials pertaining to graduate study in all fields of interest to Bowdoin students. A special effort is made to draw into this aspect of the Senior Program not only Seniors but all undergraduates as they make plans for work and study following graduation.

The Center consists of three buildings designed by the distinguished architect Hugh Stubbins. The tower, sixteen floors in height, includes living and study quarters for all Seniors, as well as seminar and conference rooms, lounges, a reading room, one of three guest suites, and offices. The dormitory floors each accommodate sixteen students, grouped in four-man suites. Each student has a private bedroom-study, and four share a corner living room. The students form their own groups of four in the spring of their Junior year and draw numbers to determine priority of choice of suites.

A two-story building adjacent to the tower includes a dining room, kitchen, main lounge, and four small meeting rooms. The third building, the Residence, is the home of the Director and also contains the other two guest suites, as well as a dining room for use on special occasions by small groups of students, professors, and guests of the College.

The Director of the Senior Center is a member of the Faculty, who combines teaching duties with his supervision of the Program. He works with a Senior Center Council consisting of the Dean of the College, the Dean of Students, and one faculty member appointed by the President from each of the three divisions of the curriculum.

The Council is assisted by a Student Committee for the Senior

Center. This committee consists of the three elected class officers and three additional members chosen by the Seniors.

The innovation is experimental. The committee structure represents a conviction that administration, faculty, and students must all contribute ideas and provide guidance if the Program is to be successful. The requirement that at regular intervals the Director evaluate the Program and submit to the Faculty recommendations for its improvement is designed to guard against the stagnation that so often awaits any hopeful academic experiment, once the initial momentum is lost.

SPECIAL PROGRAMS

I. Preengineering Programs

Students desiring to enter the profession of engineering may qualify for the degree of Bachelor of Arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing one of the joint programs described below. After three years of study at Bowdoin, during which the usual language, literature, and distribution requirements must be satisfied, students become eligible for recommendation to the cooperating engineering institutions provided that sufficiently good grades have been achieved in the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Dean's Office of Bowdoin College at the beginning of their Freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

For recommendation to the California Institute of Technology under the Three-Two Plan a student must have completed the following courses in mathematics and science:

Mathematics 11, 12, 21, 22, 31, plus one other semester course;
Physics 11-12, 21, 22, 23, 24, plus two other semester courses; and
Chemistry 11, 12 (plus additional courses for students anticipating chemical engineering).

The social studies requirement will normally be fulfilled by taking Economics and American History.

Recommended students are assured of admission to C.I.T. as Juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of Mathematics and three or more years of Physics and Chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as Juniors after a five to eleven weeks' summer school at Camp Columbia. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the Plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take Mathematics and Physics in all three years and Chemistry in Sophomore and possibly Junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as Juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in Architecture (requiring three years at Bowdoin, followed by three years at the Institute), City Planning, Food Technology, Geophysics, Industrial Management, Quantitative Biology, and Science Teaching, as well as in the various branches of engineering.

II. Premedical Studies

Students contemplating the study of medicine are advised to arrange their undergraduate course as early as possible, with this end in view. Premedical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

III. Reserve Officers' Training Corps

A voluntary curriculum of Military Science in the Reserve Officers' Training Corps was established at Bowdoin in the spring of

1950. Successful completion of the two-year or four-year program will enable eligible students to receive commissions as Second Lieutenants in the United States Army Reserve, at graduation. The courses in Military Science are described on pages 128-131, and an account of the regulations and financial allowances is contained on pages 151-153.

IV. Teaching

A Faculty Committee on Teaching as a Career exists to advise students about preparation for school teaching and for such graduate programs as those offering a master of arts in teaching degree. Advice about college and university teaching is primarily the concern of the student's major Department because it will involve plans for doctoral work in his major field.

Students interested in teaching in schools should discuss their plans with the members of the Faculty Committee on Teaching as a Career. Since the normal advice will be that a student include courses in Psychology and Education along with a major in a teaching field, he should make his interest known as early as possible.

Courses of Instruction

Arrangement: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

Time and Place of Classes: A schedule containing the time and place of the meeting of all courses will be issued before each period of registration.

Year Courses: Courses marked with an asterisk are year courses, and, if elected, must be continued for two consecutive Semesters.

Bracketed Courses: All courses that cannot be scheduled for a definite Semester are enclosed in brackets.

Independent Study and Independent Study—The Honors Project: See pages 83-84 for a description of these courses offered by all departments having a major program.

Art

Professor Beam, *Chairman;* Assistant Professor Cornell; and Mr. Stoddard

Requirements for the Major in Art: A major consists of the major course and six semester units chosen from the courses offered by the Department. Students who major in Art must take *Art* 1, 2, and, if possible, *Art* 11, 12, or *Art* 13, 14, as introductions to the field, during their Sophomore year or as soon thereafter as possible. A more complete statement of the major program will be found on pages 81-84.

1. *General Introduction to the History and Appreciation of Art.* Offered every Fall. Fall 1965. Mr. Stoddard.

An introduction to the language, criticism, and history of the visual arts. Emphasis initially given to terminology and the nature of architecture, sculpture, and painting. Use of actual monuments and museum objects for a better understanding of art and its historical significance. Several periods, including the present, will be studied: periods that define developments in Western Art and explain in part the art of the twentieth century. No previous experience in the visual arts is required.

Open to all students; Freshmen with the permission of the instructor. Recommended especially for those students who are considering majoring in Art, with interest in art history, studio work, or architecture.

2. *Continuation of Course* 1. Offered every Spring. Spring 1966. Mr. Beam.

   Prerequisite: *Art* 1.

3. *The Art of Antiquity.* Fall 1965. Mr. Beam.

   A general study of architecture, sculpture, and painting in Egypt, Mesopotamia, and southern Europe during ancient times, with emphasis upon the art of ancient Greece.

   Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

4. *Art in the European Middle Ages.* Spring 1966. Mr. Stoddard.

   A study of artistic elements originating in early Christian art, developing within the Byzantine and Ottonian Empires, creating in part Romanesque art, and terminating with the Gothic cathedrals of France, England, Germany, Italy, and Spain. Carolingian revival art. Emphasis also on the medieval media of manuscript illumination, ivory carving, metalwork, and stained glass, and on architecture and sculpture of the Romanesque pilgrimage roads. The abstract nature of medieval art seen as a precedent for some elements in twentieth-century art.

   Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

5. *The Renaissance in European Art.* Fall 1965. Mr. Stoddard.

   A study of the Italian Renaissance beginning with origins in the painting, sculpture, and architecture of the central Italian city republics. Innovations of Duccio, the Lorenzetti, and Giotto. Early and high Renaissance art in Florence, Milan, Rome, and Venice, including the masters Donatello, Brunelleschi, Da Vinci, Raphael, Michelangelo, Alberti, Bramante, and Titian. Mannerism. Emphasis also on development of Italian cities and villas in the sixteenth century. The art of the Netherlandish painters Van Eyck, Van der Weyden, Van der Goes, and the German, Dürer.

   Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

6. *European and American Art of the Seventeenth and Eighteenth Centuries.* Spring 1966. Mr. Beam.

   A comprehensive view of the Post-Renaissance period of European and American art in the Mannerist, Baroque, and

Rococo styles. Special attention is given to the national schools that arose in Spain, Flanders, Holland, France, England, and Colonial America, and to such great masters of the time as Caravaggio, Bernini, El Greco, Velasquez, Rubens, Hals, Rembrandt, Hogarth, and Copley.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

7. *Painting, Drawing, and Sculpture in Modern Times.* Fall 1966. Mr. Beam.

The main movements in painting and sculpture in Europe and America from the beginning of the Industrial Revolution to the present day are considered, with emphasis on the painting and sculpture of such modern pioneers as Goya, Turner, Constable, Daumier, Millet, Manet, Degas, Toulouse-Lautrec, Renoir, Cézanne, Van Gogh, Rodin, Maillol, Winslow Homer, Matisse, and Picasso.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

8. *European and American Architecture of the Modern Era.* Spring 1967. Mr. Beam.

Devoted to the major movements in architecture since the beginning of the Industrial Revolution and to such leaders in that field as Jefferson, Richardson, Sullivan, Frank Lloyd Wright, Le Corbusier, and Gropius.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

9. *The Art of the Orient.* Spring 1967. Mr. Beam.

A study of the architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention will also be given to ceramics, bronze casting, jade carving, and other minor arts in which the Orient has excelled.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art* 1, 2 concurrently.

11. *Fundamentals of Composition.* Fall 1965. Mr. Cornell.

A study of the basic principles of composition in drawing and painting in three two-hour meetings weekly in classroom and studio. Problems in composition will be related to a study of major types of composition found in the history of art. No previous training is necessary.

Prerequisite: The permission of the instructor.

12. *Continuation of Course* 11. Spring 1966. Mr. Cornell.
Prerequisite: *Art* 11 or the permission of the instructor.

13. *An Introduction to Drawing.* Fall 1966. Mr. Cornell.
An elementary study of the principles of drawing, augmented by practice in the studio with various media of drawing and the graphic arts. No previous experience is necessary. Six hours weekly in classroom and studio. The instruction is intended to provide both an introduction to the appreciation of artistic expression and training for more advanced study.
Prerequisite: The permission of the instructor.

14. *Continuation of Course* 13. Spring 1967. Mr. Cornell.
Prerequisite: *Art* 13 or the permission of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.
The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to help students meet two requirements. The first of these is an examination, given normally at the end of the Junior year, to test the student's comprehensive knowledge of the history of art. The second examination falls at the end of the Senior year and is meant to test the major student's knowledge of great monuments, masters and masterpieces of art upon which he has concentrated during his final year in college.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

Biology

Professor Gustafson, *Chairman;* Professor Moulton; Associate Professor Huntington; Assistant Professor Howland; and Mr. Knowlton

Requirements for the Major in Biology: The major consists of the major course, *Biology* 100, and six semester courses in the Department exclusive of *Biology* 201, 202, 301-304. Major students are required to elect *Chemistry* 11, 12, and 21 and a year of college Mathematics. A year of college Physics is normally required and additional study in Chemistry is recommended.

*1-2. *General Biology.* Offered every year. The Department.
An examination of fundamental biological phenomena, theories, and principles based upon material selected from

both the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

The Department strongly recommends a year of Chemistry as a preparation for *Biology* 1-2. Advanced courses in the Department are open to students who have had a year of Biology in school or college. Students entering college with advanced standing, with two years of secondary school Biology, or who are otherwise qualified should consider registering for advanced courses.

3. *Comparative Anatomy of the Vertebrates.* Offered every Fall. MR. MOULTON.

A survey of vertebrate morphology. Emphasis will be placed upon the evolution of mammalian organ systems. Laboratory work will consist of dissection and study of comparable systems in representative vertebrates. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

4. *Microbiology.* Offered every Spring. MR. HOWLAND.

A consideration of the biology of microorganisms with major emphasis on the structure, function, classification, ecology, and significance of the bacteria. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 and *Chemistry* 21, or the permission of the Department.

5. *Vertebrate Histology.* Fall 1966 and Fall 1968. MR. MOULTON.

A survey of the microscopic anatomy of animal cells and tissues. Course material includes the characteristic microscopic structure of the various body tissues. An examination is made of the possible relations of structure and function within the tissues. Opportunity for practice in technique of tissue preparation is provided as part of the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

6. *Animal Morphogenesis.* Spring 1967 and Spring 1968. MR. MOULTON.

A study of the experimental and descriptive biology of animal gametes and embryos, from gametogenesis to advanced stages. The principles of embryological development as shown by both invertebrate and vertebrate organisms with special attention to problems of differentiation. Laboratory work includes observations and experiments with living eggs and embryos as well as with prepared mounts and sections, graphic reconstruction of chick embryos, and studies of mammalian development. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

9. *Genetics*. Offered every Fall. Mr. Gustafson.

A survey of the development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, inheritance in man, and eugenics. Laboratory work in experimental breeding. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

10. *Ornithology*. Offered every Spring. Mr. Huntington.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station at Kent Island in the Bay of Fundy (see page 166), are an important feature of the course.

Prerequisite: *Biology* 1-2 or equivalent.

11. *Invertebrate Zoology*. Fall 1965 and Fall 1967. Mr. Knowlton.

A survey of invertebrate animals—their varieties, morphology, development, evolution, and behavior. Laboratories will include the study, through dissection and experiments, of representative invertebrates of each group considered so far as possible. A series of field trips will emphasize the study of invertebrate associations, habitats, and seasonal fluctuations. Course work will include the preparation and class presentation of illustrated laboratory reports. Lectures, field trips, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

12. *Biology of Plants*. Offered every Spring. Mr. Gustafson.

A brief survey of the plant kingdom with emphasis on the fundamental principles and problems of botany. Laboratory work includes an examination of varied material from all groups of plants, supplemented by field trips investigating the

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A General Military Science unit of the Reserve Officers' Training Corps offers to the undergraduate who joins it an opportunity to combine part of his military training with a liberal education.

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local flora. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

15. *General Physiology.* Offered every Fall. Mr. Huntington.

A study of the principles of general physiology as shown by the individual cell, the organ system, and the organism as a whole. Laboratory work illustrates the application of physical and chemical principles to the quantitative study of biological phenomena. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 and *Chemistry* 21, or the permission of the Department.

16. *Continuation of Course* 15. Offered every Spring. Mr. Knowlton.

Prerequisite: *Biology* 15.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course is designed to introduce subject matter not offered in the regular departmental courses or not elected by some major students; to intensify the study of certain selected areas; to amplify, integrate, and gain perspective on the whole field of Biology; and to provide preparation for the Senior comprehensive examinations. Conducted by means of individual and group conferences as well as seminars, it provides opportunity for writing, presenting, and discussing papers in fields of special interest. A Senior thesis is normally written as an integral part of the work.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

Chemistry

President Coles; Professor Root; Professor Kamerling, *Chairman;* Associate Professors Hiebert and Mayo; and Assistant Professors Butcher and Sheats

Requirements for the Major in Chemistry: The required courses consist of *Chemistry* 11, 12, 21, 22, 31, 32, 42, another advanced course, and *Chemistry* 100. Two additional courses approved by the Department may be offered in place of the major

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← Above: *Racing on the New Meadows River Sailing Basin.*

Below: *An Outing Club expedition to the Presidential Range.*

course and the comprehensive examination; these are in addition to those normally required for graduation.

11. *Principles of Chemistry.* Offered every Fall. MESSRS. ROOT AND SHEATS.

A survey of the fundamental concepts of chemistry. The properties of chemical substances and the dynamics of chemical change will be treated in class. Laboratory work will emphasize quantitative procedures. Lectures, conference, and four hours of laboratory work a week.

Prerequisite: A high school course in Chemistry or its equivalent. A student without a previous Chemistry course is expected to do some prior independent reading in the field.

12. *Elementary Organic Chemistry.* Offered every Spring. MESSRS. KAMERLING AND SHEATS.

An introduction to the chemistry of the compounds of carbon. This course forms a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11.

21. *Organic Chemistry.* Offered every Fall. MR. KAMERLING.

A continuation of the study of the compounds of carbon. *Chemistry* 11, 12, and 21 cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

22. *Quantitative Analysis.* Offered every Spring. MR. KAMERLING.

A continuation of the study of chemical equilibrium in solutions. The laboratory work consists of gravimetric, volumetric, and qualitative analytical methods. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

31. *Physical Chemistry.* Offered every Fall. MR. BUTCHER.

A study of the structure of atoms and molecules; the solid, gaseous, and liquid state; chemical thermodynamics; electrochemistry; the phase rule; and kinetics. Lectures and four hours of laboratory work a week.

Prerequisites: *Chemistry* 22, *Physics* 11-12, *Mathematics* 11, 12, or the consent of the instructor.

32. *Continuation of Course* 31. Offered every Spring. MR. BUTCHER.

Prerequisite: *Chemistry* 31.

41. *Advanced Analytical Chemistry.* Spring 1966.

The principles of analytical chemistry and the application of potentiometry, conductometry, polarography, coulometry, spectrophotometry, chromatography, and radiochemistry to analytical chemistry.

Prerequisite: *Chemistry* 31, 32.

42. *Inorganic Chemistry.* Fall 1966. MR. BUTCHER.

A study of the structures, properties, reaction mechanisms, and syntheses of inorganic compounds.

Prerequisite: *Chemistry* 31, 32.

43. *Qualitative Organic Analysis.* Offered every Fall. MR. MAYO.

A study of the properties of organic compounds as a means to their identification, singly and in mixtures.

Prerequisite: *Chemistry* 21.

44. *Advanced Organic Chemistry.* Spring 1967.

A study of the chemistry of certain complex compounds manufactured by plants and animals. Some of the following classes of compounds will be discussed: carbohydrates, fats, proteins, alkaloids, sterols, vitamins, enzymes, and hormones.

Prerequisite: *Chemistry* 21.

45. *Advanced Physical Chemistry.* Fall 1966.

The material to be covered will depend upon the interests of the students.

Prerequisite: The consent of the instructor.

46. *Special Topics in Chemistry.* Spring 1966. MR. MAYO.

The material to be covered will depend upon the interests of the students.

Prerequisite: The consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of biweekly seminars in each Semester of the Junior and Senior years. The major work of the Junior year will consist of readings in the history of chemistry and in the use of chemical literature. The major work of the Senior year will consist of readings and reports on current advances in chemistry. A term paper will be required in each of the four Semesters. Comprehensive written and oral examinations will be given at the end of the Senior year.

A man who substitutes two extra advanced courses for the major course is expected to participate in the seminars, but will not be required to write the term papers or take the oral examination.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Classics

PROFESSOR DANE, *Chairman;* AND MR. RYAN

REQUIREMENTS FOR THE MAJOR IN CLASSICS, GREEK, OR LATIN: A major in Classics consists of eight units to be chosen equally from the departmental offerings in Greek and Latin, except *Greek* 1 and *Latin* 1. A major in Greek consists of any six units in Greek, except *Greek* 1. A major in Latin consists of any six units in Latin except *Latin* 1. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

Greek

1. *Elementary Greek*. Offered every Fall. MR. RYAN.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of Classical Greek.

2. *Continuation of Course* 1. Offered every Spring. MR. RYAN.

In the latter half of the term a work of historical or philosophical prose will be read.

3. *The Late Fifth Century*. Offered every Fall. MR. DANE OR MR. RYAN.

The intellectual temper of Athens during the Peloponnesian War will be studied through reading selections from Thucydides and one complete tragedy of Euripides.

4. *Homer*. Offered every Spring. MR. RYAN.

5. *Selected Greek Authors*. Offered every Fall. MR. DANE OR MR. RYAN.

The course is designed to meet the needs of advanced students in Greek Literature. The contents and the choice of readings are changed each year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegiac, and epic poetry;

and oratory. *The course may be repeated for credit with contents changed.* (*Greek* 5 and 6 count toward fulfillment of the Literature Requirement.)

6. *Continuation of Course* 5. Offered every Spring. Mr. Dane or Mr. Ryan.

Latin

1. *Elementary Latin.* Offered every Spring. Mr. Dane.

In addition to the fundamentals of Latin grammar, the course includes a presentation of the structure of Greek through the examination of parallel passages in both Greek and Latin.

3. *Cicero.* Offered every Fall. Mr. Dane.

A rapid review of grammar followed by reading in the *Orations* and a philosophical essay.

Prerequisite: *Latin* 1 or two years of secondary school Latin.

4. *Vergil.* Offered every Spring. Mr. Dane or Mr. Ryan.

Prerequisite: *Latin* 3 or three years of secondary school Latin.

5. *Latin Lyric Poetry.* Offered every Fall. Mr. Dane.

A concentrated study of the poems of Catullus and the *Odes* of Horace. (*Latin* 5, 7, and 8 count toward fulfillment of the Literature Requirement.)

Prerequisite: *Latin* 4 or its equivalent in secondary school Latin.

7. *Selected Latin Authors.* Offered every Fall. Mr. Dane or Mr. Ryan.

The course is designed to meet the needs of advanced students in Latin Literature. The contents and the choice of readings are changed every year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as satire and epigram, drama, philosophy, history, and elegy. *The course may be repeated for credit with contents changed.*

8. *Continuation of Course* 7. Offered every Spring. Mr. Dane or Mr. Ryan.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least four seminars in each of the last four Semesters to help the student gain a coordinated knowledge not only of the literatures of Greece and Rome but also a concept of the achievements of Classical Civilization as a whole.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Economics

PROFESSORS ABRAHAMSON, BROWN, AND STORER; PROFESSOR
DARLING, *Chairman;* ASSOCIATE PROFESSOR SHIPMAN;
ASSISTANT PROFESSORS LONG, MCENTAFFER,
AND FREEMAN

REQUIREMENTS FOR THE MAJOR IN ECONOMICS: Students majoring in Economics will be required to have a grade of C or better in *Economics* 1-2. A major consists of *Economics* 1-2, 13, 17, 18, and two other units approved by the Department. Beginning with the Class of 1967, *Economics* 7 will also be required of Economics Majors. For other rules governing the major program, including the requirements for honors in Economics, students should consult the Chairman of the Department and pages 81-84 of this catalogue.

*1-2. *Principles of Economics.* Offered every year. THE DEPARTMENT.

A study of fundamental economic concepts and institutions, with applications to important public policies and problems.

Economics 1-2 is a prerequisite for all advanced courses in the Department.

3. *Economics of Money, Banking, and Finance.* Offered every Fall. MR. DARLING.

The general principles and institutions of money, banking, and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, and the use of monetary and financial controls will be considered.

Prerequisite: *Economics* 1-2.

4. *Economic Fluctuations.* Spring 1966. MR. DARLING.

An analysis of the nature, causes, and effects of long- and short-run changes in the level of economic activity, including a study of stabilization policies and analytical forecasting.

Prerequisite: *Economics* 1-2.

6. *Public Finance.* Spring 1966. MR. BROWN.

The problems of local, state, and federal revenue and expenditure from a social as well as from a fiscal viewpoint.

Prerequisite: *Economics* 1-2.

7. *Statistics.* Spring 1966. MR. LONG.

An introduction to statistical methods, with major reference to those techniques which are used in the analysis of economic data. Laboratory work two hours a week.

Prerequisites: *Economics* 1-2, *Mathematics* 14 or the consent of the instructor.

8. *Economic History.* Fall 1966. MR. SHIPMAN.

A survey of the development of economic institutions in the Western world. Emphasis will be placed on selective problems of growth, technological change, and historical comparisons between national economies.

Prerequisites: *Economics* 1-2, *History* 1-2 or the consent of the instructor.

9. *Comparative Economic Systems.* Fall 1965. MR. SHIPMAN.

A study of comparative methods of economic organization in the modern world. Special consideration is given to the economic structure and policies of the Soviet Union and to the role of economic planning.

Prerequisite: *Economics* 1-2.

10. *Labor Economics.* Offered every Spring. MR. ABRAHAMSON.

The problems of unemployment, hours of labor, wages, unionism, and collective bargaining are considered from the viewpoints of labor, management, and the public.

Prerequisite: *Economics* 1-2.

11. *Principles of Accounting.* Offered every Fall. MR. BROWN.

This course aims to acquaint the student with accounting analysis as an important working tool for the business executive and the public administrator. After a brief survey of double-entry bookkeeping, consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

Prerequisite: *Economics* 1-2.

12. *Continuation of Course* 11. Offered every Spring. MR. BROWN.

Prerequisite: *Economics* 11.

13. *Development of Economic Theory.* Offered every Spring. Spring 1966. Mr. Shipman.

A comparative study of the ideas of different writers with consideration given to the historical development of economic thought. This course is required of Seniors majoring in Economics and is recommended to students intending to pursue graduate study in the social sciences.

Prerequisite: *Economics* 1-2.

14. *International Economic Problems.* Offered every Fall. Fall 1965. Mr. Freeman.

A study of the theory and practice of foreign trade, foreign exchange, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1-2.

15. *Economics of Public Regulation.* Offered every Fall. Mr. Abrahamson.

The economic origins and consequences of the public control of economic activity. Primary attention is given to the problems of public policy in the fields of antitrust regulation, agriculture, public utilities, transportation, conservation of natural resources, atomic energy, and to the economics of war and defense.

Prerequisite: *Economics* 1-2.

16. *Industrial Organization.* Fall 1965. Mr. McEntaffer.

A study of American business enterprise and its structure. The interrelationships of firms and industries will be analyzed; and their price, production, and market policies under varying degrees of competition will be considered.

Prerequisite: *Economics* 1-2.

17. *Economic Analysis* I. Spring 1966. Mr. McEntaffer.

Economic Analysis I will consist of studies of the basic economic units: the household and the firm. Their decisions about buying and selling will be analyzed and the various market structures in which they meet will be examined to arrive at conclusions about how prices and quantities of output are determined. The methods of partial and general equilibrium analysis will be used. The course will also include some introduction to welfare economics and to newer developments in the field, such as linear programming and input-output analysis.

Prerequisite: *Economics* 1-2.

18. *Economic Analysis* II. Fall 1965. MR. LONG.

Economic Analysis II will consist of studies of the functional relationships between major aggregates in the economy, such as consumption and investment. National income accounting will be used to measure these aggregates, and the latter will be incorporated into an interdependent model of the national economy. The theory of income determination and monetary theory will be presented in the context of this model. Policy implications of the model with respect to recession, inflation, and growth will be investigated.

Prerequisite: *Economics* 1-2.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Education

ASSOCIATE PROFESSOR HAZELTON, *Chairman*

1. *History of Education.* Offered every Fall.

A study of the development of education, chiefly in the United States, in its social and cultural setting.

2. *Education in the 20th Century.* Offered every Spring.

A study of the purposes, the operation, and the government of modern educational systems. The main emphasis is given to these aspects of American education, but comparative studies are made of other national systems.

Prerequisite: *Education* 1 or the consent of the instructor.

5. *Secondary Education.* Offered every Fall.

An analysis of problems of policy and practice in secondary education. Special attention is given to the development of public policy in American education.

Prerequisite: *Education* 2 or the consent of the instructor.

6. *Teaching.* Offered every Spring.

A study of the process of teaching, the organization of subjects, and the teacher's profession. Part of the work of the course consists of observation in secondary schools.

Prerequisite: Normally, *Psychology* 8 and the consent of the instructor; the latter alone may be given in some cases.

Psychology 8. *Educational Psychology.* Spring 1966 and Spring 1968. Mr. Carnathan of the Department of Psychology.

The study of the learning process with special attention to problems of motivation and individual differences.

Prerequisite: *Psychology* 1.

Note: Undergraduates who expect to become teachers should make their interest known to Mr. Hazelton as early in their college course as possible so that they may be advised in meeting the requirements of the profession. Attention is also called to the section "Teaching," on page 90.

English

Professors Brown, Quinby, and Thayer; Professor Hall, *Chairman;* Professor Coxe; Associate Professor Greason; Assistant Professors Redwine, Adam, Hannaford, and Coursen; and Messrs. Mellow, Reed, and Fisher

Requirements for the Major in English and American Literature: A major consists of *English* 100 (the major course) and eight semester courses as follows: At least one semester unit must be chosen from each of four groups: (1) *English* 10, 11, or 12; (2) 13 or 14; (3) 15, 16, or 17; (4) 18, 19, or 20. Four additional units may be chosen from the foregoing and/or *English* 21, 22, 30, 31, 32, 33, 34, 35, 36. *English* 30 is required of all students contemplating graduate study.

Composition and Oral Communication

*1-2. *English Composition and Literature.* Offered every year. Messrs. Hall, Coxe, Greason, Redwine, Adam, Hannaford, Coursen, Mellow, and Fisher.

A study of the major British writers in the several literary genres. Class discussions, outside reading, written papers, and individual conferences.

4. *Oral Communication.* Offered every Semester. Mr. Thayer, *Director;* Messrs. Quinby and Reed.

Two hours a week. Training in clear, accurate, and effective oral communication in various individual and group speaking situations. Laboratory work required of all students.

5. *Advanced Oral Communication.* Offered every Fall. MESSRS. THAYER AND REED.

The student will be trained in impromptu, extemporaneous, and manuscript speaking with the purpose of developing his effectiveness in any oral communication situation.

6. *Discussion and Debate.* Offered every Spring. MESSRS. THAYER AND REED.

Practice in the analysis of problems in committee and panel discussions will be followed by various types of debates, including that of the parliamentary assembly.

7. *English Composition.* Offered every year. Fall 1965. MR. ADAM.

Written work on assigned topics; attention focused upon the disciplines of composition, with emphasis upon methods of exposition.

8. *Advanced Composition.* Offered every year. Spring 1966. MR. ADAM.

Written work with emphasis on imaginative writing.

9. *Literary Composition.* Offered every other year. Fall 1966. MR. COXE.

The writing of poetry and fiction. Primarily for Juniors and Seniors.

Prerequisite: The consent of the instructor.

47. *Playwriting.* Offered every other year. Fall 1965. MR. QUINBY.

Study and practice in the writing of plays, with emphasis upon the one-act play.

Prerequisite: *English* 31, 32 or the consent of the instructor.

English and American Literature

10. *Origins and Development of the Language.* Offered every other year. Fall 1965. MR. HANNAFORD.

A study of conditions, linguistic and historical, through which the language developed into modern English, with close examination of relevant literary texts.

11. *Chaucer.* Offered every other year. Fall 1966. MR. HANNAFORD.

A study of the *Canterbury Tales,* the *Prologue* and connecting links, *Troilus and Criseyde.*

12. *Medieval Poetry and Prose.* Offered every other year. Spring 1967. MR. HANNAFORD.

An examination of the *Gawain,* the *Pearl, Piers the Plowman,* the Scottish Chaucerians, and English Medieval Romances.

13. *Shakespeare* I. Offered every year. Fall 1965. Mr. Brown.
An intensive study of Shakespeare's principal comedies, history plays, early tragedies, and poems.

14. *Shakespeare* II. Offered every year. Spring 1966. Mr. Brown.
An intensive study of the principal tragedies and the dramatic romances.

15. *English Literature of the Early Renaissance.* Offered every other year. Fall 1965. Mr. Redwine.
A critical study of the literature of the sixteenth century with emphasis upon Elizabethan nondramatic writers.

16. *English Literature of the Later Renaissance.* Offered every other year. Spring 1966. Mr. Redwine.
A critical study of the literature of the seventeenth century exclusive of Milton: the Metaphysical and Cavalier poets, and representative prose writers.

17. *Milton.* Offered every other year. Fall 1966. Mr. Redwine.
A critical study of Milton's chief writings in poetry and prose.

18. *Eighteenth Century Poetry and Prose.* Offered every other year. Spring 1966. Mr. Greason.
A study of neoclassical values with special attention to the writings of Dryden, Swift, Pope, and Johnson.

19. *English Romanticism.* Offered every other year. Fall 1966. Mr. Hall.
An analytical study of the origins, growth, and nature of Romanticism, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

20. *Victorian Poetry and Prose.* Offered every other year. Spring 1967. Mr. Coxe.
A critical study of the Victorians, with emphasis on the major poets.

21. *Twentieth-Century English and American Literature* I. Offered every other year. Fall 1965. Mr. Hall.
A critical analysis of the philosophic and technical bases of the modern schools beginning with Joseph Conrad.

22. *Twentieth-Century English and American Literature* II. Offered every other year. Spring 1966. Mr. Coxe.

Various developments in contemporary literature.

30. *Literary Criticism: Definitions and Methods.* Offered every year. Spring 1966. Messrs. Hall and Redwine.

An approach to criticism through the definitions of its governing concepts and terms; analysis of selected critical writings and practice in the application of the principles and instruments of criticism. Required of all candidates for graduate study.

31. *The Development of the English Drama.* Offered every other year. Fall 1966.

A study of representative plays of Medieval, Elizabethan (excluding Shakespeare), Jacobean, and Restoration drama, as far as Sheridan.

32. *Modern Drama.* Offered every other year. Spring 1967.

A study of modern English and American dramatic literature, with emphasis on the comparative trends and influences of foreign drama.

33. *The English Novel* I. Offered every other year. Fall 1965. Mr. Coxe.

A critical study of the development of English fiction and the changing patterns of the novel in the eighteenth and nineteenth centuries, through Thackeray.

34. *The English Novel* II. Offered every other year. Spring 1966. Mr. Coursen.

Later nineteenth-century fiction.

35. *American Literature* I. Offered every year. Fall 1965. Mr. Brown.

Lectures and readings in American literature from the Puritan Age to the Civil War.

36. *American Literature* II. Offered every year. Spring 1966. Mr. Brown.

Major American writers from 1865-1950.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course consists in the Junior and Senior years of individual study under tutorial supervision in two areas (e.g., a period, a movement, a genre) which have not been covered formally through courses. In the fall, the study shall consist of an extensive and intensive reading program and conferences with the tutor. In the spring, the study shall consist of the supervised writing of a major essay.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Geology

ASSISTANT PROFESSOR HUSSEY, *Chairman*

Students contemplating graduate work in Geology should plan a major program in Chemistry or Physics and take *Geology* 1-2, 3, 4, 5, and 8. By the end of the Sophomore year the following courses should be completed: *Mathematics* 11, 12, *Geology* 1-2, and *Chemistry* 11, 12 or *Physics* 11-12.

*1-2. *Introduction to Physical and Historical Geology.* Offered every year.

The Fall Semester will be devoted to the composition and structure of the earth and the processes which affect the earth's crust. Three hours of laboratory work each week will include the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day trips to examine the geological features of southwestern Maine.

The Spring Semester will be given to a study of the principles involved in the interpretation of geologic history and a review of present knowledge of the evolution of the earth and its inhabitants. In addition to the weekly laboratory study of fossils and geologic maps, a two-day field trip will be taken in the late spring to study the geology of selected areas along the coast of Maine.

Geology 1-2 fulfills the laboratory science requirement for the degree for students with a year's work in college Mathematics.

3. *Crystallography and Mineralogy.* Fall 1965 and Fall 1967.

Lectures will be devoted to morphological crystallography, crystal chemistry, and a survey of the common rock-forming and economic minerals. Six hours of laboratory each week will include morphological and X-ray crystallography, and identification of minerals by inspection, chemical, optical, and X-ray diffraction techniques.

Prerequisite: *Chemistry* 11, 12 or *Geology* 1-2.

4. *Optical Mineralogy and Petrography.* Spring 1966 and Spring 1968.

An introduction to the classification, genesis, and description of the common rock types. Six hours of laboratory each week will be devoted to the theory and use of the petrographic microscope as applied to mineral identification and rock description.

Prerequisite: *Geology* 3.

5. *Structural Geology.* Fall 1966 and Fall 1968.

An introduction to the primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work will include the interpretation of the structural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology* 1-2.

8. *Invertebrate Paleontology.* Spring 1967 and Spring 1969.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology will be discussed in addition to examining the classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

Prerequisite: *Geology* 1-2 or *Biology* 1-2.

German

PROFESSOR KOELLN; PROFESSOR RILEY, *Chairman;* ASSISTANT PROFESSOR HODGE; AND TEACHING FELLOWS KLUGE AND TAUTZ

NOTE: Students who think that they might like to teach German in high school or college should inform the Department early of their interest. They should take *History* 1-2 and college work in another foreign language besides German.

REQUIREMENTS FOR THE MAJOR IN GERMAN: A major consists of *German* 9, 10, 13, 14, the major course, and two units from the following: *German* 7, 8, 11, 12. Major students are urged to take *German* 5, 6. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in German, see pages 81-84. Recommended for the minor are courses in European History, English Literature or another European Literature, Religion, European Art, or Philosophy.

*1-2. *Elementary German.* Offered every year. Messrs. Riley and Hodge.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, Messrs. Kluge and Tautz.

A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate German.* Offered every year. Messrs. Riley and Hodge.

Four hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, Messrs. Kluge and Tautz.

Director of the oral-aural program in *German* 1-2 and 3-4: Mr. Hodge.

5, 6. *German Conversation and Composition.* Offered every year. Mr. Koelln.

A course designed to teach a student to express himself in oral and written German and to understand the spoken language.

Prerequisite: *German* 3-4.

7. *German Literature of the Nineteenth Century.* Fall 1966 and Fall 1968. Mr. Koelln.

A study of the best elements of German Realism and Naturalism. Reading of lyric poetry, plays, and short stories. The lectures will be in German.

Prerequisite: *German* 3-4.

8. *Continuation of Course* 7. Spring 1967 and Spring 1969. Mr. Koelln.

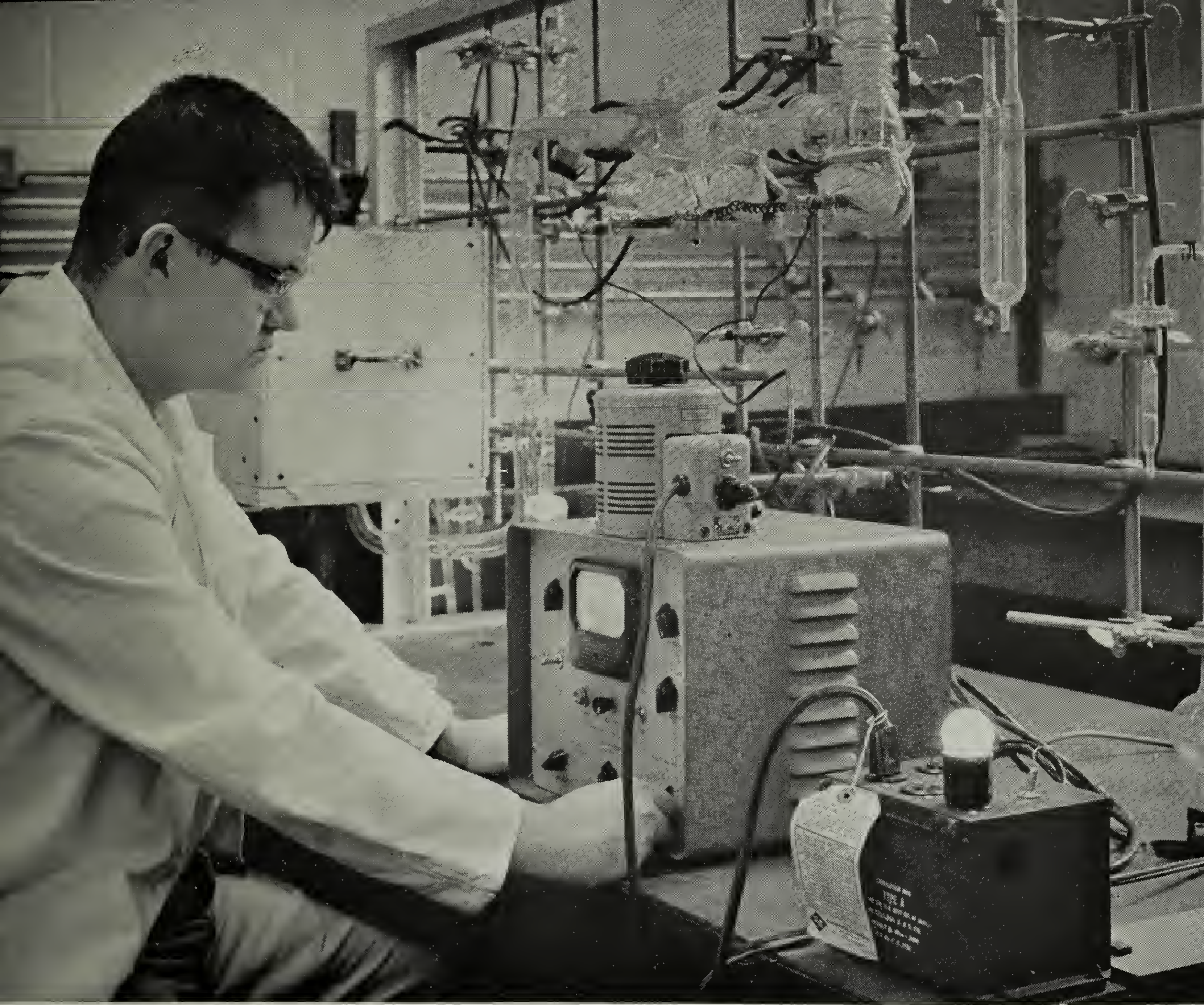
Prerequisite: *German* 3-4.

9, 10. *A Survey of German Literature.* Offered every year. Mr. Riley.

A rapid survey of German literature and civilization from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to modern times. Reading of lyric poetry, plays, and short stories.

Above: *Students in advanced courses in Chemistry are encouraged to take full advantage of the admirable laboratory equipment in Parker Cleaveland Hall.*

Below: *A corner of a Biology Laboratory in the Searles Science Building.*



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Prerequisite: *German* 3-4.

11. *Schiller.* Fall 1965. Mr. Koelln.
The life, poetry, drama, historical, and philosophical works of Friedrich Schiller. Lectures in German, readings, and reports.
Prerequisite: *German* 3-4 or the consent of the instructor.

12. *The Romantic Movement in Germany.* Spring 1966. Mr. Koelln.
Prerequisite: *German* 3-4 or the consent of the instructor.

13, 14. *Goethe.* Offered every year. Mr. Koelln.
Life and works of Goethe, especially *Faust.*
Prerequisite: *German* 7, 8, or 9, 10, or 11, 12.

[15, 16. *Advanced German Composition and Conversation.*]
For especially prepared upperclassmen only.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.
The major course will consist of at least four seminars or conferences in each of the last four Semesters. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of the history of German literature and civilization, and to gain an acquaintance with the most important works of representative authors.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

Government and Legal Studies

Professor Daggett, *Chairman;* Professor Donovan; Assistant
Professor Rensenbrink; Lecturer Mr. Fisher;
and Messrs. Parkus and Hodgkin

Requirements for the Major in Government and Legal Studies: A major consists of six course units, two of which shall be in the *general field* offered for the major examination and shall be either *Government* 1-2, or 11, 12. The other four shall be in the *special fields* and may be selected from all those offered by the Department other than *Government* 1-2. The minor shall be planned to complement the major. Ordinarily it is selected in a related field such as

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← *Varsity teams, popularly known as the Polar Bears, represent Bowdoin in fourteen different sports played with other colleges of Bowdoin's size and interests.*

Economics, History, or Sociology, or in a combination such as American History and American Literature. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

Government

*1-2. *American Government.* Offered every year. MESSRS. DAGGETT, DONOVAN, AND FISHER.

A survey of government in the United States; a study of political institutions and governmental problems.

5. *Municipal Government.* Offered every Fall. MR. FISHER.

A study of the political forces at work in both small towns and large cities. The party structure, the forms of government, and the role played by interest groups will be considered. Some of the major problems facing local governments will also be examined.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

6. *Intergovernmental Relations.* Spring 1967.

An analysis of the relationships between the federal, state, and local governments in the United States. Emphasis will be placed on Federal-State relations and on the problems of metropolitan areas.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

9. *Public Administration.* Fall 1965. MR. HODGKIN.

A study of the executive branch of the American government in the light of the leading administrative theories and the major problems of administration. The independent regulatory commissions will also be studied.

Prerequisite: *Government* 1-2, or 11, 12, or *Economics* 15, or the consent of the instructor.

10. *The American Presidency.* Spring 1966. MR. FISHER.

A study of how the President is chosen, the powers and duties of the office, and the forces which both limit and expand the role of the President. Emphasis will be placed on the contemporary Presidency.

Prerequisite: *Government* 1-2 or the consent of the instructor.

11. *Comparative Government.* Offered every Fall. Fall 1965. MR. RENSENBRINK.

Analysis of the structure, workings, and character of selected post-World War II governments, other than the United States. Governments will be chosen for study from among the major areas of the world, including Europe, Africa, and the Far East; and including for closer analyses the governments of the United Kingdom, France, the Soviet Union, India, and China.

12. *Continuation of Course* 11. Offered every Spring. Spring 1966. Mr. Rensenbrink.

13. *Political Parties.* Offered every Fall. Mr. Donovan.

A study of political parties, their role in democracy, and their relationships with other American political institutions. An examination of the principles governing party organization and leadership; and further consideration of such problems in practical politics as the behavior of voters and the techniques of campaigning.

14. *The Legislative Process.* Spring 1966. Mr. Hodgkin.

A study of the policy-making process in American government with special emphasis on executive-legislative relations, the roles of Congress and the Presidency, and the basic problem of responsible formulation of public policy in modern American democracy.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

15. *Problems of World Politics.* Spring 1968. Mr. Daggett.

An analysis of the position of the leading powers; selected problems illustrating the basic elements of stability and instability in the modern world.

16. *Development of American Political Thought.* Spring 1966. Mr. Donovan.

A survey of American political thought from the seedtime of the Republic through the present. Particular emphasis will be directed toward an analysis of major American thinkers from Madison to John Dewey. The course will conclude with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: *Government* 1-2, or 11, or 19, 20, or *History* 11-12.

18. *Formulation of United States Foreign Policy.* Spring 1967.

A study of the forces and institutions which shape American foreign policy. The role of the President, the executive departments, the Congress, and interest groups will be examined.

Prerequisite: *Government* 1-2 or the consent of the instructor.

19. *The History of Political Thought in the West from Greek Antiquity to the Reformation.* Offered every Fall. Mr. Rensenbrink.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Philosophy* 11-12, or *Philosophy* 21, 22, or *Government* 1-2, or *Government* 11-12.

20. *The History of Political Thought in the West from the Reformation to the Present Day.* Offered every Spring. Mr. Rensenbrink.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *Government* 19.

Legal Studies

*3-4. *American Constitutional Law.* Offered every year. (*Government* 4 will be omitted in the Spring Semester, 1966.) Mr. Daggett.

A study of constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: *Government* 1-2. Open to Juniors and Seniors.

7. *International Law.* Fall 1965. Mr. Daggett.

A study of the modern state system, of the role of law in its operation, of the principles and practices which have developed, and of the problems involved in their application.

Prerequisite: *Government* 1-2, or 11, 12, or *History* 1-2, or 9, 10.

8. *International Organization.* Spring 1967. Mr. Daggett.

The development of arbitration and judicial settlement; the League of Nations; the United Nations; and selected agencies such as the International Labor Organization.

Prerequisite: *Government* 7.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

During the Fall Semester each year the work, which is organized on a two-year cycle, deals with the masterpieces of political writing. In the Spring Semester the Senior work is preparatory for the examination, while the Junior reading deals with such concepts of political science as the state, law, sovereignty, and the nature of politics and the political process.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

History

PROFESSOR KENDRICK; PROFESSOR HELMREICH, *Chairman;* ASSOCIATE PROFESSOR WHITESIDE; ASSISTANT PROFESSORS LEVINE AND HOWELL; AND MR. LYMAN

REQUIREMENTS FOR THE MAJOR IN HISTORY: A major consists of the major course (*History* 100), *History* 1-2, and a minimum of eight courses. Normally four courses are to be taken in an area of concentration and four courses in supplementary areas, such fields to be approved by the Department. When selecting his major, and again before registration in the Spring Semester of his Junior year, each student will review his program with the Department.

The Department is happy to recognize the advanced work carried on in many secondary schools. Students may meet the *History* 1-2 or *History* 11-12 prerequisites either through the Advanced Placement Program administered by the College Entrance Examination Board, or, on application, by a placement test given by the Department. For a statement of the rules governing the major course, the choice of a minor, and requirements for honors, see pages 81-84.

*1-2. *History of Western Civilization from Classical Times to the Present.* Offered every year. MESSRS. HOWELL AND LYMAN.

A survey of the chief political, economic, religious, intellectual, and cultural developments of European society. The Fall Semester is devoted to the heritage of classical antiquity, the development of the Christian church, the Saracenic Empire, the feudal system, the beginning of national states, the Renaissance and Reformation. In the Spring Semester emphasis is laid on the growth of nationalism together with the evolution of present-day political and social systems, the French Revolution, the Industrial Revolution, imperialism, World War I, and the interwar period.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period.* Fall 1965 and Fall 1967. Mr. Lyman.

   A study of the civilizations of Greece and Rome from the Homeric Age to the late Roman Empire, emphasizing the political development, the economic and social conditions, and the culture of the classical world.

   Prerequisite: *History* 1-2 or the consent of the instructor.

4. *Cultural and Intellectual History of Europe in the Middle Ages.* Spring 1966 and Spring 1968. Mr. Lyman.

   A study of the intellectual and cultural history of the Middle Ages from the late Roman Empire to the fifteenth century, emphasizing the transmission of classical culture, feudalism, the development of the medieval church, the growth of education and the universities, the achievements in medieval art, literature, and learning.

   Prerequisite: *History* 1-2 or the consent of the instructor.

5. *History of the Reformation and Enlightenment.* Offered every Fall. Mr. Kendrick.

   A brief study of the Italian Renaissance serves as an introduction for the political, religious, and intellectual history of Europe from the opening of the sixteenth century to the French Revolution.

   Prerequisite: *History* 1-2 or the consent of the instructor.

6. *History of the French Revolution and Napoleon.* Offered every Spring. Mr. Kendrick.

   A study of the background, course, and influence on Europe of the French Revolution and the Napoleonic Era.

   Prerequisite: As under *History* 5.

7. *History of England from its Origins to the Seventeenth Century.* Fall 1965 and Fall 1967. Mr. Howell.

   A survey of the cultural and intellectual, the political and constitutional, and the social and economic development of England.

   Prerequisite: *History* 1-2 or the consent of the instructor.

8. *History of England from the Seventeenth Century to the Present Day.* Spring 1966 and Spring 1968. Mr. Howell.

Continuation of *Course* 7, but emphasizing, in addition, the growth of the British Empire.

Prerequisite: As under *History* 7.

9. *History of Europe from the Revolutions of 1848 to World War I.* Fall 1966 and Fall 1968. Mr. Helmreich.

Political and social history of the states of Europe and of their imperialistic expansion, ending in a detailed study of the origins of World War I.

Prerequisite: *History* 1-2, or *Government* 11, 12, or the consent of the instructor.

10. *Recent European History.* Spring 1967 and Spring 1969. Mr. Helmreich.

A rapid survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the interwar period, World War II, and current international problems.

Prerequisite: As under *History* 9.

*11-12. *History of the United States from the Beginnings of Colonial Settlement until the Present.* Fall and Spring 1965-1966. Mr. Levine.

Although this course gives some attention to economic and social development, chief emphasis is upon political history and upon the factors—class interests, sectional alignments, party development, and diplomacy—associated with it. The Spring Semester is devoted to the period since the Civil War.

13. *Renaissance Europe.* Fall 1966 and Fall 1968. Mr. Lyman.

In addition to a close study of the politics and culture of the period, the course considers the historical problem of a renaissance.

Prerequisite: *History* 1-2 or the consent of the instructor.

*15-16. *History of Russia and East Central Europe.* Fall and Spring 1965-1966 and 1967-1968. Mr. Helmreich.

A study of the historic origins and development of the peoples of Russia, the Baltic States, Poland, Czechoslovakia, Austria, Hungary, the Balkans, and Turkey, ending with an analysis of Russia's present-day relations with her satellites.

Prerequisite: *History* 1-2 or the consent of the instructor.

*20-21. *Interpretations of American History.* Offered every year starting Fall 1966. Mr. Levine.

This course assumes an elementary chronological knowledge of American History, and goes on to consider various, often contradictory interpretations historians have offered of the American past. Through an examination both of monographic studies and of original sources, the course offers an introduction to problems and methods of historical thinking in the context of American History.

22. *The United States and its World Relations since 1898.* Spring 1967 and Spring 1969. Mr. Levine.

An attempt to integrate domestic history and changing relationships with the outside world. While the course is not conventional diplomatic history, considerable attention is paid to diplomacy.

Prerequisite: *History* 11-12 or the consent of the instructor.

23. *History of Latin America.* Spring 1966. Mr. Levine.

Beginning with an examination of the colonial policies of Spain and Portugal, the course continues through the movement for national independence, the struggle for political stability and economic development, and ends with an examination of some of the problems now facing the area.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2, or the consent of the instructor.

26. *The Colonial Mind.* Fall 1967 and Fall 1969. Mr. Whiteside.

The origins of American Civilization examined through intellectual history. Particular attention will be paid to Puritanism and its influence and to political theory of the Revolutionary period.

Prerequisite: *History* 11-12 or the consent of the instructor.

27. (New) *The Crisis of the Union, 1848-1877.* Fall 1966 and Fall 1968. Mr. Levine.

A careful study from monographs and source materials of increasing sectional antagonism, the origins of the Civil War, the war itself, and attempts to solve postwar problems.

Prerequisite: *History* 11-12 or the consent of the instructor.

28. (New) *The Nation Transformed.* Spring 1968 and Spring 1970. Mr. Whiteside.

The great transformation from a predominately rural to a predominately urban nation which took place from about 1865 to World War I. Particular stress on changing ideas.

Prerequisite: *History* 11-12 or the consent of the instructor.

*27-28. *Social and Intellectual History of the United States from the Colonial Period to the Present.* Fall and Spring 1965-1966. Mr. Whiteside.

An analysis of historically important social factors and formative ideas: conditions of living, economic problems and adjustments, immigration and internal migration, religion, education, cultural aspirations, and changing attitudes toward the world community are studied with respect to their significance for American development and the American character. The Spring Semester is devoted primarily to the period since 1850.

Elective for Juniors and Seniors; a general knowledge of American history is desirable.

31. *Problems in Early European History.* Offered every Spring starting Spring 1967. Mr. Lyman.

This is a close and rigorous investigation of a single period or problem in ancient, medieval, or renaissance history. In addition to critical discussion of sources and monographs, students will develop special aspects of the problem as research projects.

1967: The Roman Revolution.

1968: The World of Dante and Chaucer.

Prerequisite: *History* 3, or 4, or 13, or the consent of the instructor.

32. *Problems in European History.* Offered every Spring starting Spring 1967. Mr. Howell.

A close investigation of a single period or problem in the history of early modern Europe. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

1967: The Age of Louis XIV.

1968: The Expansion of Europe.

Prerequisite: *History* 5, or 6, or the consent of the instructor.

33. *Problems in English History.* Offered every Fall starting Fall 1966. Mr. Howell.

A close investigation of a single period or problem in the history of England. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

1966: Elizabethan England.

1967: Britain since World War II.

Prerequisite: *History* 7, or 8, or the consent of the instructor.

34. *Problems in United States History.* Fall 1966 and either Fall 1967 or Spring 1968. Mr. Whiteside or Mr. Levine.

A close investigation of a single period or problem in the history of the United States. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

1966: The Negro in American History.

1967: The Progressive Era.

Prerequisite: *History* 11-12 or the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

During their Junior year all History Majors will read a common core of material under the supervision of the members of the Department. During their Senior year they will meet for study with individual members of the Department according to their field of interest and concentration. In addition, Junior and Senior majors are expected to attend meetings of the History Club which assembles several times during the year as programs are arranged.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

Mathematics

Professor Christie, *Chairman;* Professor Chittim; Associate Professor Lubin; Assistant Professors Sterling, Gilman, Johnson, Grobe, and Mitchell; and Lecturer Mr. Curtis

Requirements for the Major in Mathematics: Each major student is required to complete *Course* 100. He may meet the remaining requirements for the major (1) by completing with acceptable grades *Courses* 21, 22, 31 or 32, 35, and four others chosen with the approval of the Department from courses numbered 30 or above, provided that the total number of his college courses is two more than the number required for graduation, or (2) by completing *Courses* 21, 22, 31 or 32, 35, and two others numbered 30 or above, plus the comprehensive examination. An advanced course in theoretical physics may, with the consent of the Department, count towards the major in Mathematics.

11. *Analytic Geometry and Calculus.* Offered every Fall. The Department.

Elements of analytic geometry; and of differential and integral calculus.

Open to students whose secondary school courses, offered for admission to college, have included the customary training in first and second degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coordinate systems and graphs, and the properties of and relations among the trigonometric functions.

An honors section, with limited enrollment, is provided for adequately qualified students.

12. *Continuation of Course* 11. Offered every Spring. THE DEPARTMENT.

Additional calculus; an introduction to infinite series and ordinary differential equations.

Prerequisite: *Mathematics* 11 or an equivalent preparation which includes elementary analytic geometry and a thorough course in calculus.

14. *Elementary Mathematics of Statistics.* Offered every Semester. MR. GILMAN.

Probability; topics from the mathematical theory of statistics, such as measures of central tendency and dispersion, theoretical frequency distributions, elementary sampling theory, point and confidence interval estimates of population parameters, and tests of hypotheses.

Prerequisite: As for *Mathematics* 12.

21. *Vector Geometry and Linear Algebra.* Offered every Fall. MESSRS. STERLING, GILMAN, AND GROBE.

Vectors and matrices applied to topics in linear mathematics.

Prerequisite: *Mathematics* 12.

22. *Intermediate Calculus.* Offered every Spring. MESSRS. STERLING AND JOHNSON.

The differential and integral calculus of more than one variable; applications to geometry.

Prerequisite: *Mathematics* 21.

23. *Algebra.* Fall 1966. MR. CHITTIM.

Sets, fields, groups, real and complex numbers, theory of equations, determinants and matrices.

Prerequisite: *Mathematics* 21 or the consent of the instructor.

26. *Numerical Analysis.* Spring 1966. Mr. Curtis.

Computability, solutions of systems of linear and nonlinear simultaneous equations, polynomial approximation, numerical differentiation and integration, solutions of systems of first-order differential equations. The I.B.M. 1620 will be used extensively throughout the course.

30. *Linear Models.* Spring 1966. Mr. Gilman.

Linear programming with applications to the social sciences. The principal optimality, duality, and equilibrium theorems. Allocation of resources, flow in a network, the simplex method. The transportation and transshipment problems. Linear models of economic exchange and production. The theory of matrix games and strategy. The minimax theorem.

Prerequisite: *Mathematics* 21.

31. *Applied Analysis.* Offered every Fall. Mr. Grobe.

The material for this course will be selected from the following list of topics: the Taylor expansion, uniform convergence, Fourier series, the Laplace transform, general methods in ordinary linear differential equations, boundary value problems including the Sturm-Liouville equations, and an introduction to partial differential equations.

Prerequisite: *Mathematics* 22.

32. *Advanced Calculus.* Offered every Spring. Mr. Grobe.

An introduction to the theory of functions of one real variable. Topics include: sequences and series, continuity, uniform continuity, differentiability, the Riemann integral, the Riemann-Stieltjes integral, some special functions, and, if time permits, existence theorems for ordinary differential equations.

Prerequisite: *Mathematics* 39 or the consent of the instructor.

33. *Foundations of Geometry.* Spring 1966. Mr. Sterling.

Euclidean and non-Euclidean geometries will be treated in the framework of Klein's Erlangen program. Topics will be drawn from transformation groups and invariants, coordinatization and models, one- and two-dimensional projective geometry and subgeometries such as affine, Euclidean metric, hyperbolic, and elliptic.

Prerequisites: *Mathematics* 21, 22, or 21 and the consent of the instructor.

34. *Complex Variable.* Offered every Spring. MR. CHITTIM.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics* 31 or 32 (may be taken concurrently), or *Mathematics* 22 and the consent of the instructor.

35. *Introduction to Algebraic Structures.* Offered every Fall. MR. JOHNSON.

Algebraic properties of number systems. Groups, rings, fields, vector spaces, and their homomorphisms.

Prerequisite: *Mathematics* 21.

36. *Set Theory.* Spring 1967.

The set-theoretical foundations of mathematics, including equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice. Although there are no formal prerequisites, the student is expected to have completed at least two years of Mathematics.

37. *Probability Theory and the Mathematics of Statistics.* Fall 1966.

Sample spaces, probability measure, distribution theory, stochastic independence. Analysis of pairs of measurements, curve fitting, regression and correlation. Statistical inference, tests of hypotheses and confidence intervals. Sampling theory and quality control techniques.

Prerequisites: *Mathematics* 14, 22.

38. *Special Topics in Mathematical Statistics.* Spring 1967.

Design and analysis of experiments, interpretation of data, analysis of variance, analysis of means, other topics of interest from *Course* 37.

Prerequisite: *Mathematics* 37.

39. *Introduction to Topology.* Offered every Fall. MR. CHRISTIE.

Fundamental concepts of general topology: topological spaces, continuity, separation and countability axioms, connectedness, and compactness. The geometric emphasis will be made more explicit, as time permits, by a consideration of mappings, fixed points, vector fields, networks and polyhedra, curves and surfaces.

Prerequisite: *Mathematics* 22.

40. *Topics in Topology.* Spring 1966. MR. MITCHELL.

One or two directions in topology are pursued with a fair degree of thoroughness. Possible topics are the following: homology and cohomology theories of complexes and spaces, homotopy theory, topological groups, the algebraic theory of knots, differential topology, additional general topology, or applications of topology.

Prerequisites: *Mathematics* 35, 39; or the consent of the instructor.

42. *Advanced Topics in Algebra.* Offered every Spring. MR. LUBIN.

A selection will be made from the following topics: rings, ring homomorphisms, ideals, polynomial rings, fields of quotients, fields, field extensions, Galois theory. Rings with minimum condition, Noetherian and local rings, homology theory. Noncommutative rings. Finite and infinite abelian groups, torsion, the ring of endomorphisms of a module.

Prerequisite: *Mathematics* 35.

44. *Advanced Topics in Geometry.* Fall 1966.

The content of the course will vary, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisites: *Mathematics* 32, 35; or the consent of the instructor.

45. *Advanced Topics in Analysis.* Fall 1965. MR. LUBIN.

Topological properties of the real numbers, foundations of the calculus, function spaces, Lebesgue measure and integration.

Prerequisite: *Mathematics* 32.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The object of the course is to expand the mathematical horizon of the major through lectures, assigned reading, and special projects leading to written or oral reports.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

SPECIAL PROGRAMS

The programs below are sponsored by the National Science Foundation. Work is conducted at the graduate level.

1965 Summer Institute
for Secondary School Teachers of Mathematics

Professor Chittim, *Director;* Professors Albert W. Tucker (Princeton) and Robert H. Owens (Virginia); Assistant Professor Gilman; and Mr. Curtis

Course I. *Geometric Transformations and Configurations.*
Algebraic and combinatorial treatment of affine and projective geometries. Emphasis on broad concepts and significant examples.

Course II. *Theory and Techniques of Numerical Analysis.*
Iterative methods and approximations, difference calculus and numerical integration, matrix manipulations and statistical procedures. Language of digital computers. Computing laboratory practice.

1966 Summer Institute
for Secondary School Teachers of Mathematics

Course I. *Ideas of the Calculus.*
Foundations of the calculus, limit theorems, continuity, differentiation and integration. Extremum problems, partial differentiation and multiple integration. Infinite series and special functions.

Course II. *Theory of Numbers.*
Development of the number system. Repeating decimals and congruences. Diophantine equations. Continued fractions. Nonlinear congruences and quadratic residues.

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in Mathematics at accredited institutions and who in other ways are ready to undertake graduate studies. Successful completion of work in four Bowdoin Summer Institutes leads to the award of the degree of Master of Arts.

1965 Summer Advanced Seminar
for Graduate and Postgraduate Students of Mathematics

Professor Christie, *Director;*
Professor Ernst Snapper (Dartmouth)

This Advanced Science Seminar provides mathematical training in a research atmosphere by offering both a graduate course and a research colloquium.

Course. *Homological Algebra.*

This graduate level course on the foundations, techniques, and applications of homological algebra is based on lectures by Professor Snapper. Supporting sessions, including junior seminars, are conducted by the postdoctoral members.

Colloquium. *Homological Algebra and Its Applications.*

Sequences of lectures on research topics are given by visiting mathematicians such as Professors H. Bass (Columbia), D. A. Buchsbaum (Brandeis), P. Dedecker (Institut de Mathematiques, Lille), P. Freyd (Pennsylvania), P. J. Hilton (Cornell), G. Hochschild (Berkeley), D. S. Rim (Brandeis), A. Rosenberg (Cornell), as well as E. Snapper (Dartmouth).

Academic Year Institutes for Secondary School Teachers of Mathematics

During the years 1961-1962, 1962-1963, 1963-1964, and 1964-1965 the Department conducted Academic Year Institutes to enable adequately trained high school teachers to pursue further studies in Mathematics. Participants attended a related Bowdoin Summer Institute prior to taking courses and seminars during the academic year. Successful completion of the twelve-month program with a level of performance appropriate to work at the graduate level led to the award of the degree of Master of Arts. It is not possible for the College to offer this program in 1965-1966, but it is hoped that it will be resumed in the following year.

Military Science

LIEUTENANT COLONEL VASSAR, MAJOR FLEMING,
CAPTAIN WILLIAMSON, CAPTAIN MITCHELL

*11-12. *First Year Basic Course* (90 hours). Offered every year.

Organization of the Army and ROTC (5 hours). *Individual Weapons and Marksmanship* (10 hours). *United States Army and National Security:* The missions and responsibilities of the Army (15 hours). *Academic Subject:* The additional required 30 classroom hours will be met by the substitution of a non-military-taught course selected by the student from the following general academic areas—Effective Communication,

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Above: *Each Freshman is welcomed by the President and signs his name in → the century-old register book.*

Below: *A collection of rare books and fine editions is exhibited in the Rare Book Room in Hubbard Hall. An excellent example of Italian Renaissance art, the Room was the gift of an anonymous donor, and is seen by hundreds of visitors each year.*

Science Comprehension, General Psychology, Political Development and Political Institutions (30 hours). *Leadership Laboratory:* Leadership training, drill experience, and the development of certain characteristics of leadership through progressive training in the exercise of command. This phase of military science continues in steps of increasing responsibility through the entire four-year program (30 hours).

*21-22. *Second Year Basic Course* (90 hours). Offered every year.

Map and Aerial Photograph Reading (15 hours). *American Military History:* To provide a sound foundation in the principles of war as exemplified in American military history and the development of the military art in the United States Army (30 hours). *Introduction to Operations and Basic Tactics:* The principles and fundamentals of small unit tactics (15 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with special attention to the continued development of leadership potential through assignments to positions of increased responsibility in the Cadet Corps (30 hours).

Prerequisite: *Military Science* 11-12 or credit for prior military training or service.

*31. *First Year Advanced Course* (75 hours). Offered every Fall.

Leadership: The factors which affect human behavior, methods of accomplishing motivation, and practices in the application of the principles of leadership (15 hours). *Academic Subject:* Elective subject will be chosen from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions. In the event that a particular subject was required in the student's academic curriculum during his Freshman and Sophomore years, the elective must be selected either from another general area or an advanced subject in the same area. However, if the subject selected was not required in the student's academic curriculum during his Freshman and Sophomore years, complete freedom of selection from within the four academic areas is permissible. The PMS will evaluate and approve the elective subject selected. Consideration will be given to the value of the subject in furthering the professional qualification of the student as a prospective commissioned officer in the United States Army (45 hours). *Leadership Laboratory:* As listed for *Courses* 11-12, emphasizing the functions, duties, and responsibilities of

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← *Twice each week at 10:00 o'clock a Forum is held in the Chapel. On one other morning at 10:00 o'clock and on Sundays at 5:00 P.M. a religious service is held.*

leaders in the first three noncommissioned and/or junior officer grades (15 hours).

Prerequisite: *Military Science* 21-22 or credit for completion of six weeks of basic summer camp.

*32. *Continuation of Course* 31 (80 hours). Offered every Spring.

Branches of the Army: Information on the role of the various branches of the Army to assist the student in selecting the branch of service in which he desires to be commissioned (6 hours). *Military Teaching Principles:* The principles, methods, and techniques which are fundamental to military instruction, and the preparation, presentation, and evaluation of instruction (20 hours). *Small Unit Tactics and Communications:* The principles and fundamentals of small unit tactics and their application to infantry units; the principles of communications and communication systems (29 hours). *Counterinsurgency:* The history and development of clandestine paramilitary organizations, and the methods and techniques employed by conventional forces in counterinsurgency operations (5 hours). *Precamp Orientation:* The general conduct of training at ROTC Summer Camp (5 hours). *Leadership Laboratory:* As listed for *Course* 31 (15 hours).

Prerequisite: *Military Science* 31.

ROTC Summer Camp: Summer 1966. Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration, normally upon completion of MS 32. Camp training is essentially of the individual and unit type, with the student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership. Camp is conducted at and supported by a major military installation. Exact location will be announced.

*41. *Second Year Advanced Course* (75 hours). Offered every Fall.

Operations: Command and staff organization, military intelligence, combat orders, and training management (15 hours). *Logistics:* Fundamentals of army supply and movement of units (15 hours). *Military Law:* The fundamental concepts of military justice in the Armed Forces of the United States, as provided for in the *Uniform Code of Military Justice* (15 hours). *The Role of the United States in World Affairs:* The role of the United States in world affairs, and an orientation in the relative geographical, economical, political, sociological, and military elements of power in the world, and the responsibilities of the United States (10 hours). *Army Administration:* Basic concepts of Army administration (5 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with further development of leadership potential by requiring the cadet officers to plan and conduct drills and ceremonies (15 hours).

Prerequisite: *Military Science* 32.

*42. *Continuation of Course* 41 (75 hours). Offered every Spring.

Army Administration: As listed for *Course* 41 (10 hours). *Service Orientation:* Service life for future officers (5 hours). *Academic Subject:* Elective subject will be chosen for the second Semester of the Senior year as provided for in *Course* 31 (45 hours). *Leadership Laboratory:* As listed for *Course* 41 (15 hours).

Prerequisite: *Military Science* 41.

Music

ASSOCIATE PROFESSOR BECKWITH, *Chairman;* ASSISTANT PROFESSOR SCHWARTZ; AND MR. ROGERS

REQUIREMENTS FOR THE MAJOR IN MUSIC: The required courses are *Music* 11-12, 13-14, 15-16, 21-22, and either 23-24 or 25-26. Any student who is interested in majoring in Music should take *Music* 11-12 during the Sophomore year if possible. In addition, all majors are urged to take *History* 1-2 and *Philosophy* 38.

For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

*1-2. *Introduction to Music.* Offered every year. MR. SCHWARTZ.

This course is devised for students with little or no previous training in music, and the ability to read music or play an instrument is not necessary. The elements of music—such as melody, rhythm, and tone-color—are each studied individually and in the context of musical forms. Listening materials for *Music* 1 will be drawn from a variety of sources: early Western music, the Western literature from the Baroque through Romantic eras, contemporary music, and music of certain non-Western cultures.

In *Music* 2 a limited number of works will be studied in greater detail, and discussed in the terms presented in *Music* 1.

3. *Opera.* Fall 1965. MR. BECKWITH.

A survey course in the history of opera from about 1600 to about 1900.

Prerequisite: *Music* 1-2 or the consent of the instructor.

4. *Symphony.* Spring 1966. Mr. Beckwith.

A survey course in the history of the symphony, primarily during the Classical and Romantic periods.

Prerequisite: *Music* 1-2 or the consent of the instructor.

5. *Chamber Music.* Fall 1966.

A survey course in the history of chamber music, primarily during the Baroque, Classical, and Romantic periods.

Prerequisite: *Music* 1-2 or the consent of the instructor.

6. *Contemporary Music.* Spring 1967.

A survey course in contemporary music, primarily from the end of Impressionism to the present.

Prerequisite: *Music* 1-2 or the consent of the instructor.

*11-12. *Materials of Music* I. Offered every year. Mr. Rogers.

Elementary harmony, counterpoint, ear training, and analysis.

*13-14. *Materials of Music* II. Offered every year. Mr. Schwartz.

Intermediate harmony, counterpoint, ear training, and analysis. Strict composition.

Prerequisite: *Music* 11-12 or the consent of the instructor.

*15-16. *Materials of Music* III. Offered every year. Mr. Rogers.

Advanced harmony, counterpoint, ear training, and analysis. Strict composition continued.

Prerequisite: *Music* 13-14 or the consent of the instructor.

*21-22. *History of Music.* Offered every year. Mr. Beckwith.

A concentrated course in the history of music, intended primarily for majors in Music, but open to other qualified students. The ability to read music is required.

Prerequisite: *Music* 11-12 or the consent of the instructor.

*23-24. *Seminar in Music History.* Fall and Spring 1965-1966 and 1967-1968. Messrs. Schwartz and Rogers.

Advanced and detailed study of chosen masterworks of music. Problems in musicology.

Prerequisite: *Music* 21-22 or the consent of the instructor.

*25-26. *Orchestration and Free Composition.* Fall and Spring 1966-1967 and 1968-1969. Messrs. Schwartz and Rogers.

Prerequisite: *Music* 11-12 or the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of a series of seminars or conferences meeting on regularly scheduled major meeting nights during the last four semesters. These meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Philosophy

PROFESSOR POLS, *Chairman;* ASSOCIATE PROFESSOR MCGEE; AND MR. FREEMAN

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY: A major consists of six units approved by the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

*11-12. *Introduction to Philosophy.* Offered every year. Fall and Spring 1965-1966. MR. MCGEE. Fall 1966. MR. POLS. Spring 1967. MR. MCGEE.

An introduction to philosophy by means of an elementary consideration of its principal problems, as: the nature and methods of philosophy; sources and criteria for valid knowledge; rival conceptions of causation, of physical and organic nature, and of ultimate reality; the nature of mind, soul, and self; the status of ethical and religious values; and the question of the validity of metaphysical reasoning—or reasoning about ultimate reality. Readings in various philosophers, classical, modern, and contemporary.

21. *History of Ancient and Medieval Philosophy.* Fall 1965 and Fall 1966. MR. FREEMAN.

A study of the prototypes of European thought in ancient philosophy and a survey of medieval philosophy. Readings in the pre-Socratics, Plato, Aristotle, the Stoics, the Epicureans, St. Augustine, and St. Thomas Aquinas. Supplementary reading in a history of philosophy.

Open without prerequisite to Juniors and Seniors. Prerequisite for Sophomores: *Philosophy* 11-12 or the consent of the instructor. Not open to Freshmen.

22. *History of Modern Philosophy.* Spring 1966 and Spring 1967. MR. FREEMAN.

Western philosophy from the Renaissance to the present. Some attention will be given to the development of the modern scientific attitude and to its interplay with philosophy. Readings in Descartes, Spinoza, Hobbes, Leibniz, Berkeley, Hume, Kant, Schopenhauer, and Hegel. Supplementary reading in a history of philosophy.

Prerequisite: *Philosophy* 21 or the consent of the instructor.

31. *The Background of Contemporary Philosophy.* Fall 1966 and Fall 1968. Mr. McGee.

A study of certain philosophical tendencies in the nineteenth century that have an important influence on contemporary philosophical investigation: the situation of philosophy after Kant; philosophy of history and the dialectic method (Hegel); social responsibility (Marx, Comte, Mill); the individual on his own—the origins of existentialism (Dostoevski, Schopenhauer, Nietzsche, Kierkegaard); and philosophical foundations of scientific and historical method in the nineteenth century.

Prerequisite: *Philosophy* 11-12 or 21, 22.

32. *Contemporary Philosophy.* Fall 1967. Mr. Pols.

A study of contemporary philosophy, with particular reference to the dispute about the nature and role of philosophy itself. The analytic movement, which in its various phases (logical atomism, logical positivism, linguistic analysis) advocates the confinement of philosophy to a second-order activity concerned with the analysis of science and everyday knowledge, will be contrasted with movements such as phenomenology, existentialism, and the revival of speculative metaphysics, which claim for philosophy a first-order concern with reality and man's relation to it. Readings in Russell, Ayer, Wittgenstein, Ryle, Husserl, Sartre, Jaspers, Heidegger, Whitehead.

Prerequisite: *Philosophy* 11-12 or 21, 22.

33. *Metaphysics.* Fall 1967. Mr. Pols or Mr. Freeman.

The problem of the limits of knowledge is examined with a view to determining the proper scope of metaphysical theories. Certain persistent metaphysical issues are then considered in a contemporary setting.

Prerequisite: *Philosophy* 11-12 or 21, 22.

34. *Ethics.* Spring 1967 and Spring 1969. Mr. McGee.

A study of the main types of ethical theory, based on the reading of historical and contemporary sources; and a critical inquiry into the problems of personal and social ethics.

Prerequisite: *Philosophy* 11-12 or 21, 22.

35. *Logic.* Fall 1965 and Fall 1967. Mr. Freeman.

A systematic treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. A survey of the structure of deductive systems and their use in science is then made. The course concludes with an elementary presentation of the application of computers to the solution of problems in symbolic logic.

38. *Philosophy of Art.* Spring 1967 and Spring 1969. Mr. Pols.

An introduction to esthetics or the philosophy of art. Representative theories of art are discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive or creative elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course there will be considerable study of actual works of art. Readings in classical and contemporary theories of art.

Prerequisite: *Philosophy* 11-12, or 21, 22, or the consent of the instructor.

[39. *Major Philosophers.*]

An intensive study of the writings of some one major philosopher, usually drawn from the following group: Plato, Aristotle, Kant.

Prerequisite: *Philosophy* 11-12 or 21, 22.

40. *Theory of Knowledge.* Spring 1966 and Spring 1968. Mr. Freeman.

An examination of some of the principal problems in and about epistemology, as the nature of meaning and truth; the nature of inference (especially inductive inference) and problem solving; a priori knowledge; and the limits of science.

Prerequisite: *Philosophy* 11-12 or 21, 22.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least four seminars in each of the last four Semesters. The readings upon which the discussions are based are chosen to permit the use of two approaches used alternately: (1) Detailed concentration on some outstanding work exemplifying a particular philosophic outlook; (2) Synoptic review of some central and recurrent philosophic problems. A paper will be required in each of the four Semesters of the major course.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

Physical Education

Mr. Morrell, *Chairman;* and Messrs. MacFayden, Sabasteanski, Coombs, Watson, Kostacopoulos, Butt, Bicknell, McGee, and Linkovich

Physical Education.

Each student is required to attend classes in physical education three days each week during his first four Semesters in college or to participate in a supervised sports program. Some credit will be given for participation in ROTC drill.

The following requirements in Physical Education must be met by every student: (1) Participation for at least one season in a supervised varsity or Freshman sport, (2) Demonstration of "a playing knowledge" of some sport such as tennis, golf, or swimming, and (3) Sufficient competence in swimming to satisfy the minimum tests formulated by the Department.

See pages 183-184 for a description of the athletic facilities and sports program of the College.

Physics and Astronomy

Professor Little; Professor Jeppesen, *Chairman;* Associate Professor LaCasce; and Assistant Professors Walkling and Turner

Requirements for the Major in Physics: No rigid requirements are set beyond the minimum of six semester courses above the introductory level, including the two extra courses in lieu of a major examination. Thus the total number of college courses required for graduation is thirty-six. Major students are expected to complete at least four semester college courses in Mathematics. A major student who intends to do graduate work in Physics should carry his studies beyond the minimum. In particular, he should take *Physics* 41 and *Mathematics* 31 and 34. A major student who intends to teach at the secondary level, or who intends to do graduate work in a field such as Biophysics, Geophysics, or Astronomy, should consult with the Department as early as possible to plan a suitable program.

Physics

*11-12. *General Physics.* Offered every year. Mr. LaCasce.

An introduction to the whole field of physics with demonstrations, lectures, and laboratory work.

Prerequisite: Concurrent registration or previous credit in *Mathematics* 11.

21. *Atomic Physics.* Offered every Fall. Mr. Walkling.

A study of the structure of the atom, particles and waves, atomic models, elementary quantum mechanics, the atomic nucleus and nuclear reactions.

Prerequisite: A college course in Physics.

22. *Intermediate Mechanics.* Offered every Spring. Mr. Walkling.

Classical mechanics at an intermediate mathematical level, including the mechanics of particles and rigid bodies, oscillatory motion, principles of momentum and energy, and an introduction to the methods of Lagrange and Hamilton.

Prerequisites: *Mathematics* 21, concurrent registration in *Mathematics* 22, and a previous course in college Physics.

23. *Electrical Circuits.* Offered every Fall. Mr. Turner.

Elements of circuit analysis, vacuum tube devices, fundamentals of electronic instrumentation and measurement. A basic laboratory course for experimental scientists.

Prerequisite: A college course in Physics.

24. *Physical Electronics.* Offered every Spring. Mr. Turner.

Physical principles of semiconductor devices with applications. Laboratory.

Prerequisite: *Physics* 23 or the consent of the instructor.

32. *Electromagnetic Theory.* Offered every Spring. Mr. LaCasce.

The classical field theory of both electricity and magnetism is developed.

Prerequisites: Differential and integral calculus and a previous course in Physics.

33. *Optics.* Offered every Fall. Mr. Jeppesen.

Geometrical optics and instruments. Electromagnetic theory of physical optics, interference, diffraction, and polarization. Quantum theory of radiation applied to atoms, molecules, and nuclei. Lectures and three hours of laboratory work each week.

Prerequisites: Differential and integral calculus and a previous course in Physics.

34. *Continuation of Course* 33. Offered every Spring. Mr. Jeppesen.

Prerequisite: *Physics* 33.

35. *Heat and Thermodynamics.* Fall 1965. Mr. Walkling.

A nonlaboratory course in the principles of thermodynamics and application to problems of interest to the physicist.

Prerequisites: Differential and integral calculus and a previous course in Physics.

37. *Advanced Mechanics.* Fall 1966. Mr. Walkling.

Survey of elementary principles, variational principles, Lagrange's equations with applications to central force problems, rigid bodies, and Hamilton's equations of motion.

Prerequisites: *Mathematics* 22 and *Physics* 22.

41. *Quantum Mechanics.* Offered every Fall. Mr. Turner.

An introduction to quantum theory. The Schrodinger equation, potential well, barrier, and central field problems. The physical interpretation of wave mechanics.

Prerequisite: Partial differential equations.

Independent Study

201, 202. *Independent Study.* The Department.

If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teachers' Certificate.

301-304. *Independent Study—The Honors Project.* The Department.

Astronomy

1. *The Solar System.* Offered every Fall. Mr. Little.

A nonmathematical survey of our present knowledge of the earth, moon, planets, asteroids, meteors, comets, and satellites, both natural and man-made. A study of the positions, motions, shapes, sizes, masses, physical conditions, and evolutions of these celestial bodies.

2. *Stellar Astronomy*. Offered every Spring. Mr. Little.

A nonmathematical survey of our sun as a star, our Milky Way as a galaxy, and the metagalaxy beyond. Emphasis is placed on the interpretation of stellar spectra and of data obtained by both optical and radio telescopes.

Psychology

Associate Professor Fernald; Assistant Professor Fuchs, *Chairman;* Assistant Professor Mikaelian; and Dr. Carnathan

Requirements for the Major in Psychology: A major comprises *Psychology* 1, 2, 5, 6, 7, and one additional unit to be chosen from the following: *Psychology* 4, 9, and 10. Major students also are required to include in their college program at least one of the following courses from other fields: *Biology* 9, 15, *English* 7, *Mathematics* 14, *Philosophy* 35, *Physics* 23, *Sociology* 5, 10, and 11. An appropriate Senior Seminar may be substituted for one of these courses, if desired. These courses may be taken any Semester in which they are offered. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

1. *General Psychology*. Offered every Fall. Mr. Fuchs.

An introduction to the basic processes in psychology. This course covers the following topics: learning, motivation, attending and perceiving, and personality.

Required for all further courses in the Department.

2. *Advanced General Psychology*. Offered every Spring. Mr. Carnathan.

A continuation of *Psychology* 1. The following topics are dealt with: organic bases of behavior, psychological development, individual differences, the sensory processes, and problems relating to human efficiency.

Prerequisite: *Psychology* 1. Required of majors and minors in Psychology and for entrance to *Psychology* 5, 6, 9, and 10.

3. *Psychology of Motivation*. Offered every Fall. Mr. Carnathan.

The analysis of theory and research in motivation at the human and infrahuman level. Attention will be paid to physiological bases of motivation as well as to the molar conceptual schemes.

Prerequisites: *Psychology* 1, 2.

4. *Abnormal Psychology.* Offered every Spring. Mr. Mikaelian.

The psychology of abnormal people, with special emphasis upon personality development, behavior disorders, problems of adjustment, and mental health.

Prerequisite: *Psychology* 1.

5. *Experimental Psychology: Perception.* Offered every Fall. Mr. Mikaelian.

Laboratory investigation and analysis of sensory and perceptual processes in human behavior. Required of majors during the Junior year. Open to a limited number of other students who have done superior work in *Psychology* 1, 2.

6. *Experimental Psychology: Learning.* Offered every Spring. Mr. Fuchs.

Laboratory investigation of learning with emphasis upon animal experimentation. The latter part of this course involves an individual research project. Required of majors during the Junior year.

Prerequisites: *Psychology* 1, 2, 5, 7, or the consent of the instructor.

7. *Measurement and Statistical Method in Psychology.* Offered every Fall. Mr. Carnathan.

An introduction to psychological measurement and applications of statistics to research in psychology. Strongly recommended for the Junior year.

Prerequisite: *Psychology* 1, 2.

8. *Educational Psychology.* Spring 1966 and Spring 1968. Mr. Carnathan.

The study of the learning process with special attention to problems of motivation and individual differences, and the requisite statistical procedures for testing and data analysis. (This course does not satisfy the requirements for a major in Psychology nor the science requirement.)

Prerequisite: *Psychology* 1.

9. *Systematic Psychology.* Offered every Fall. Mr. Fuchs.

The historical and theoretical backgrounds of modern psychology, with special attention to the chief systems of psychology, including Behaviorism, Gestalt theory, and Psychoanalysis.

Prerequisite: *Psychology* 1, 2.

10. *Contemporary Theory in Psychology.* Spring 1966. Mr. Mikaelian.

An analysis of problems faced by theorists in psychology with a thorough review of current theorizing in one of the following areas: learning, motivation, cognitive processes, perception, personality. The course will be conducted in seminar fashion.

Prerequisite: *Psychology* 1, 2, 5 or 6, and the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

This program will include at least four seminars in each of the last four Semesters. These seminars are designed to coordinate and supplement the other course work in Psychology. Each student is required to present oral and/or written reports on a special topic in Psychology during the Junior year and to complete a special research project during the Senior year.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Religion

ASSOCIATE PROFESSOR GEOGHEGAN, *Chairman;* AND ASSISTANT PROFESSOR BROWN

1. *Biblical Literature: The Faith of Israel.* Fall 1965. MR. BROWN.

An examination of the history, religion, and literature of Israel to the beginning of the Christian era. Lectures, conferences, and readings.

2. *Biblical Literature: The Literature of the Early Christian Church.* Spring 1966. MR. BROWN.

An examination of the New Testament in reference to the religious community from which it arose. Lectures, conferences, and readings.

3. *History of Religions* I. Fall 1965. MR. BROWN.

A comparative study and historical survey of religious traditions of Near Eastern origin, particularly Judaism, Christianity (Catholicism and Protestantism), and Islam. Readings in basic scriptures and modern interpretations of the traditions. Lectures, conferences, and readings.

4. *History of Religions* II. Spring 1966. MR. GEOGHEGAN.

A comparative study and historical survey of a number of religions, especially major living traditions of Far Eastern origin such as Hinduism, Buddhism, Taoism, and Confucianism. Attention will also be given to a consideration of some typical primitive and archaic religions as well as to Shinto, Jainism, Sikhism, and Parsiism. Lectures, conferences, and readings.

5. *Major Christian Authors.* Fall 1965. Mr. Geoghegan.
An examination and interpretation of the development of Christian thought, eastern and western, from its beginnings through the Middle Ages; with special emphasis upon Augustine and Aquinas. Lectures, conferences, and readings.
Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

6. *Major Christian Authors.* Spring 1966. Mr. Geoghegan.
An examination and interpretation of the development of Christian thought in the West from the beginning of the modern period to the present; with special emphasis upon Pascal, Kierkegaard, and Tillich. Lectures, conferences, and readings.
Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

Romance Languages

Professor Leith; Professor Geary, *Chairman;* Associate Professor Kamber; Assistant Professors Nunn and Thompson; Messrs. McKee and Bascelli; and Teaching Fellows McCarthy, Béziat, and Egginton

Requirements for the Major in French: A major consists of *French* 7, 8, 15, 16, and two units to be chosen from *French* 11, 12, 17, 18, and 19. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

French

*1-2. *Elementary French.* Offered every year. Mr. Geary.
Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, Messrs. Béziat and Egginton.
A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate French.* Offered every year. MESSRS. NUNN, McKEE, AND BASCELLI.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, MESSRS. BÉZIAT AND EGGINTON.

Director of the oral-aural program in *French* 1-2 and 3-4: MR. NUNN.

5, 6. *Advanced French.* Offered every year. MESSRS. LEITH, NUNN, McKEE, AND BASCELLI.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read French accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. Oral and aural training with the French teaching fellows is optional.

7, 8. *French Literature from its Origins to the End of the Seventeenth Century.* Offered every year. MESSRS. LEITH AND GEARY.

A general survey of French literature from the Middle Ages to the end of the Classical period, with a more detailed study of the leading authors and their principal works. Lectures, reading, written reports, and explanation of texts.

[9. *Modern France.*]

A study of the most significant aspects of modern French civilization, with special emphasis on the territorial and linguistic unity of the country, its economic resources, institutions, and social structure. The lectures will be given in French. Discussions will be conducted in English with collateral reading mainly in French.

[10. *Continuation of Course* 9.]

11. *French Literature of the Nineteenth Century.* Fall 1966. MR. KAMBER.

A study of the development of romanticism and realism in the poetry, the novel, and the drama of the nineteenth century, with careful consideration of the leading authors of each movement. Lectures, reading, written reports, discussion and explanation of texts.

12. *Continuation of Course* 11. Spring 1967. MR. KAMBER.

[13. *The French Novel.*]

A study of the French novel from the seventeenth to the twentieth century with special reference to the characteristic novels of the various periods, which will be discussed in class or assigned for outside reading and reports. The lectures will be in French.

[14. *Continuation of Course* 13.]

15, 16. *Spoken and Written French.* Offered every year. Messrs. Geary and Kamber.

This course is designed to develop in the student the ability to understand and use oral and written French. It will be conducted in French.

17. *Contemporary French Literature from the Latter Part of the Nineteenth Century to the Present Day.* Fall 1965. Mr. Kamber.

A study of representative modern writers in the fields of fiction, the drama, poetry, and literary criticism. To be conducted in French. Collateral reading and reports.

18. *Continuation of Course* 17. Spring 1966. Mr. Kamber.

19. *The French Enlightenment.* Fall 1965. Mr. Geary.

A study of eighteenth-century French literature, with special emphasis on the major works of Montesquieu, Voltaire, Diderot, and Rousseau. Lectures, reading, written reports, and discussion.

Italian

*1-2. *Elementary Italian.* Fall and Spring 1965-1966. Mr. Kamber.

Training in grammar and composition. Oral practice. Reading of texts of modern Italian authors.

3. *Early Italian Prose and Poetry.* Fall 1966. Mr. Kamber.

Reading in the chroniclers, Compagni and Villani; the *Decameron* of Boccaccio; the *Vita Nuova* of Dante.

Prerequisite: *Italian* 1-2.

4. *Dante's Divine Comedy.* Spring 1967. Mr. Kamber.

Prerequisite: *Italian* 3.

Spanish

*1-2. *Elementary Spanish.* Offered every year. Mr. Thompson.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two re-

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The athletic program at Bowdoin is designed for all students. Each undergraduate is required to take part in a sport in college which he may continue to enjoy in later years. Tennis, golf, skating, and swimming are favorites. →

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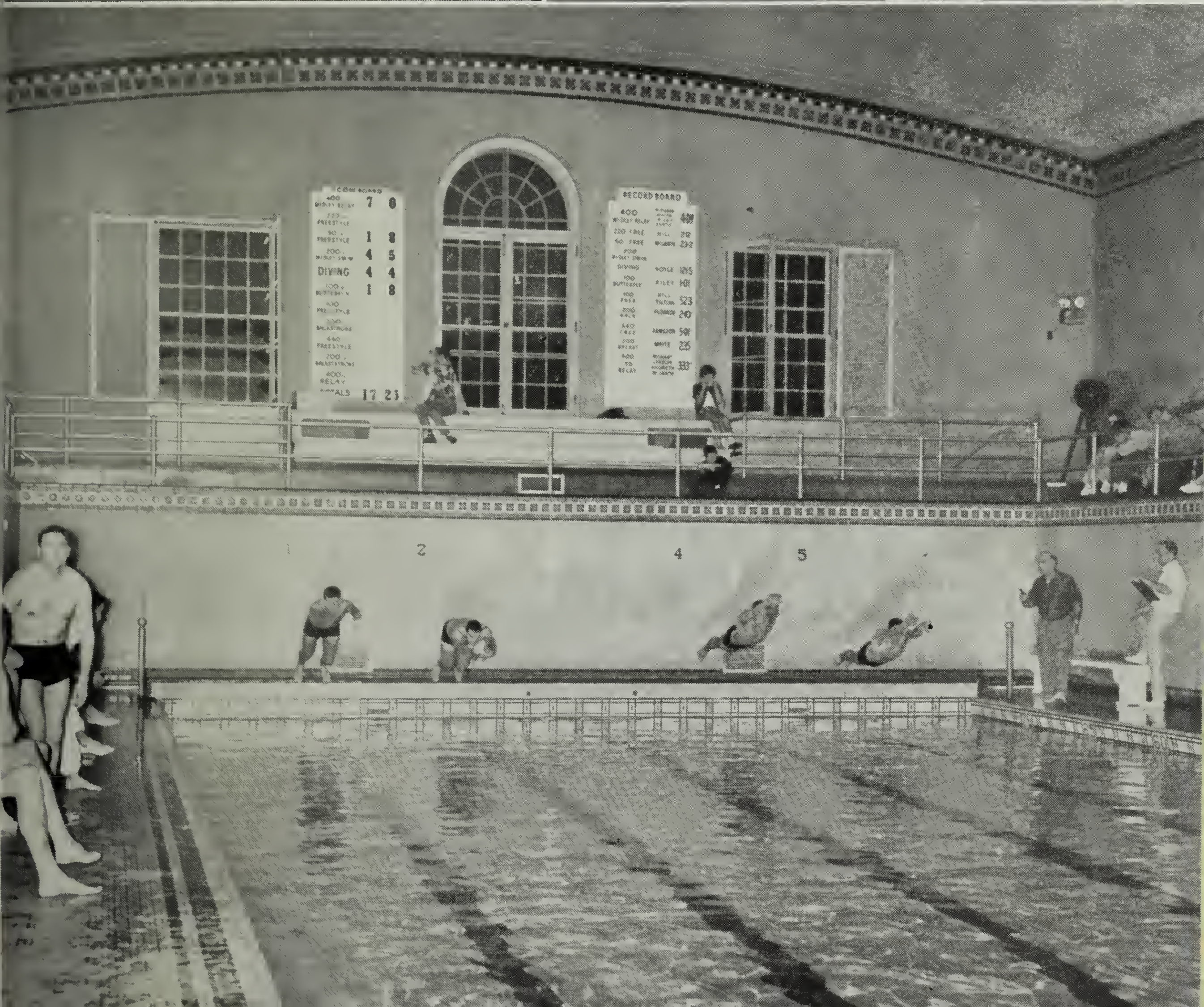
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maining periods, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. McCarthy.

Spanish 1-2 is not open to Freshmen.

*3-4. *Intermediate Spanish.* Offered every year. Mr. Thompson.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. McCarthy.

Open to Freshmen and upperclassmen who have passed a placement test set by the Department at the beginning of the Fall Semester.

Director of the oral-aural program in Spanish: Mr. Thompson.

5, 6. *Readings in Spanish and Hispanic-American Literature.* Offered every year. Mr. Thompson.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. One hour each week is devoted to composition and oral work.

7, 8. *Spoken and Written Spanish.* Offered every year. Mr. Thompson.

This course is designed to develop in the student the ability to understand and use oral and written Spanish. The course will be conducted in Spanish.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to supplement the work done in courses by concentration upon specific areas in language and literature and the utilization of particular techniques. Written work will be required in the major course.

201, 202. *Independent Study.* The Department.

301-304. *Independent Study—The Honors Project.* The Department.

← Above: *The hockey arena is used not only for intramural and intercollegiate hockey contests but also for recreational skating. It has a comfortable seating capacity for at least 2,700 spectators.*

Below: *An indoor track meet in the General Thomas Worcester Hyde Athletic Building.*

Russian

ASSISTANT PROFESSOR RUBIN, *Chairman*

*1-2. *Elementary Russian.* Offered every year.

Emphasis will be on the acquisition of language skills through imitation and repetition of basic language patterns. The primary concern will thus be the development of facility in speaking and understanding simple Russian.

*3-4. *Intermediate Russian.* Offered every year.

A continuation of *Russian* 1-2. Concentration will be on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Most of this course is conducted in Russian.

Prerequisite: *Russian* 1-2.

*5-6. *Advanced Russian.* Offered every year.

This course aims to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion, written reports, and explanation of texts exclusively in Russian.

Prerequisite: *Russian* 3-4.

7, 8. *Special Topics in Russian.* Offered every year.

The aim of this course is to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic. The choice of topics will depend on the interests of the students. Reports and discussions exclusively in Russian.

Prerequisite: *Russian* 5-6.

Sociology

PROFESSOR TAYLOR, *Chairman;* AND ASSISTANT PROFESSOR BOLAND

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY: A major consists of *Sociology* 1-2, 9, 11, and two more units selected from among *Sociology* 3, 4, 5, 7, 8, and 10. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 81-84.

*1-2. *Introduction to Sociology.* Offered every year. MESSRS. TAYLOR AND BOLAND.

A study of human groups and social relationships, ranging from families, cliques, and fraternities to factories, social classes, and entire societies. General principles governing human groups will be emphasized, together with their application to such topics as changes in the family, the growth of urbanism, and the impact of bureaucratization and mass communication upon the individual.

3. *Population.* Fall 1966 and Fall 1968. MR. BOLAND.
A study of world population. The first half of the course is devoted to the development of population theory, analysis and prediction from Malthus to the present. Relevant topics such as the Industrial Revolution, class differences in fertility, and the "baby boom" are considered. The balance of the course consists of the application of population theory to problems of policy in the major areas of the world, including the United States, India, Russia, China, and Japan.
Not open to Freshmen.

4. *The Family.* Spring 1967 and Spring 1969.
A study of the American family and related areas such as courtship and divorce as they exist in our society. Consideration will be given to the changes in the family during the last century and the resultant effects upon individuals engaged in courtship and family behavior today.
Prerequisite: *Sociology* 1-2, or *Sociology* 3, or *Sociology* 10.

5. *Social Control.* Fall 1966 and Spring 1968. MR. TAYLOR.
A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination. Special emphasis will be placed on mass communications.
Prerequisite: *Sociology* 1-2.

7. *Criminology.* Fall 1965 and Spring 1967. MR. TAYLOR.
A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to state institutions will be made.
Prerequisite: *Sociology* 1-2.

8. *Minority Groups.* Spring 1966 and Fall 1967.
A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is placed on the Negro minority in the United States, other interracial and intercultural contacts will be considered for comparative purposes.
Prerequisite: *Sociology* 1-2, or *Government* 1-2, or *Sociology* 10.

9. *Social Theory*. Fall 1965 and Fall 1967. MR. BOLAND.

A critical consideration of some important theories of social structure and social organization, with special attention to such topics as social class, social mobility, social stratification, bureaucracy, and social values.

Prerequisite: *Sociology* 1-2 or the consent of the instructor.

10. *Introduction to Anthropology*. Spring 1966 and Spring 1968.

A study of man both as a biological and a cultural phenomenon. The evolution of man and the development of human culture will be explored along with an examination of the development of anthropology as a field of study.

[11. *Research Methods in Social Behavior*.]

12. *Organizational Behavior*. Spring 1965. MR. BOLAND.

This course deals with certain basic organizational forms and treats these forms as means of collective problem solving. The objective is the description and analysis of the social and social psychological conditions under which organizations are effective or ineffective in solving these problems. The answer sought is one suitable for application to groups of all types and sizes.

Prerequisite: *Sociology* 1, or *Economics* 1, or *Government* 1, or *History* 1.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consider special topics selected in accordance with the interests of the major students and is designed to prepare students for the major examination. The work in the major course is divided into two parts as follows.

The Junior year is so arranged as to give the student, through reading and discussion under the guidance of members of the Department, a comprehensive view of the principles of methodological procedures, the basic processes of scientific inquiry, and selected techniques in the investigation of social relations. As far as practical, actual research programs will be undertaken to illustrate the mechanics and problems of sociological research. In addition, Junior majors will have the opportunity to submit research designs on special topics preparatory to their work in the Senior year.

The Senior year will include, in addition to some further reading preparatory for the major examination, the development of an individual research project and the preparation of a report on the results.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Senior Seminars

Spring Semester, 1965

1. Southeast Asia. MR. ARMSTRONG.
2. *The Concept of Empire in British Thought. MR. BEARCE.
3. Richard Wagner. MESSRS. BECKWITH AND KOELLN.
4. The Philosophy of William James. MR. BIXLER.
5. Linear Graphs: Theory and Application. MR. CHRISTIE.
6. The Emergence of Michelangelo. MR. CORNELL.
7. Intercurricular Approaches to Personality. MR. FERNALD.
8. Transcendentalism. MR. FOSTER.
9. The Natural Regulation of Animal Populations. MR. HUNTINGTON.
10. Humanism and the Continental Renaissance. MR. KAMBER.
11. Philosophy in Contemporary Literature. MR. MCGEE.
12. Views of Tragedy. MR. RYAN.
13. Issues in Economic Development. MR. STORER.
14. Quantum Theory and Modern Thought. MR. A. M. TAYLOR.

Fall Semester, 1965

Artists, Patrons, and Public. MR. BEAM.

Topics in Algebra: A Modern Treatment of Classical Algebra. MR. CHITTIM.

The Poverty Program: A Study in National Policy-Making. MR. DONOVAN.

Existentialism, Secular and Religious. MR. GEOGHEGAN.

Brecht and Kafka: Literary Representatives of Subliterary Trends. MR. HODGE.

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* This Seminar was cancelled because of the death of Professor Bearce on January 18, 1965.

The Revolution in Biology: The Impact of Information Theory. Mr. Howland.

Richard Wagner. Messrs. Koelln and Beckwith.

Social Class in American Thought Since the Civil War. Mr. Levine.

The Haven-Finding Art. Mr. Little.

Philosophy in Contemporary Literature. Mr. McGee.

Approaches to Literature. Mr. Redwine.

The Civilizations of the Mayas and the Aztecs. Mr. Root.

Views of Tragedy. Mr. Ryan.

The Foundations of Contemporary Music: Music from 1890 to 1920. Mr. Schwartz.

National Transportation Policy, 1960-1980. Mr. Shipman.

Spring Semester, 1966

Theory and Practice of Comedy. Mr. Adam.

Religion and Science in Nineteenth-Century America. Mr. J. W. Brown.

Theory and Application of Linear Graphs. Mr. Christie.

Greek Mythology and Living Literature. Mr. Dane.

National Goals and the Public Economy. Mr. Darling.

Instinct: The Inner Springs of Action. Mr. Fuchs.

Church and State in Germany. Mr. Helmreich.

American One-Party Politics and the Emergent Minority. Mr. Hodgkin.

Cosmology. Mr. Little.

The Structure of the Oceans: The History and Status of Oceanography. Mr. J. M. Moulton.

Serialism in Music: Chaos or Order. Mr. Rogers.

Modern Architecture and Urban Planning. Mr. Stoddard.

Reserve Officers' Training Corps

William Frederick Vassar, A.M., *Lieutenant Colonel, U.S.A., Professor of Military Science.*

Richard Sherman Fleming, A.B., *Major, Artillery, U.S.A., Assistant Professor of Military Science.*

Jerry George Williamson, B.S., *Captain, Infantry, U.S.A., Assistant Professor of Military Science.*

Radcliffe Golder Mitchell, Jr., B.S., *Captain, Armor, U.S.A., Assistant Professor of Military Science.*

King Walton Carter, Jr., *Sergeant Major, U.S.A.*

John Daniel Muise, *Sergeant First Class, U.S.A.*

Leon Napoleon LeBlanc, *Staff Sergeant E-6, U.S.A.*

Paul Andrew Brewer, *Staff Sergeant E-6, U.S.A.*

Curtis James Butler, *Specialist Fifth Class, U.S.A.*

The Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of Military Science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership development. Classes are presented by the Department of Military Science and by other college departments for credit in Military Science as provided for by the modified program. (Description of courses is contained on pages 128-131.)

The objective of the curriculum offered is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as reserve officers of the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The curriculum includes instruction in subjects common to all branches of the Army, and further provides for a college-taught academic subject to be chosen by the student during the Freshman year and during one Semester in each year of the Advanced Course. Upon successful completion of the program and graduation from college, a student is eligible for appointment as a Second Lieutenant in one of the branches of the United States Army Reserve. The branch assignment of the student is based on his individual choice, background, aptitude, and the needs of the Army at the time he is commissioned. Selected

Advanced-Course students who apply may be offered commissions in the Regular Army. Applications for regular commissions in the United States Marine Corps by interested Advanced-Course students are accepted and referred to the Commandant of Marines for action.

The four-year curriculum is divided into two major phases:

(1) The Basic Course—covering the first two academic years. Academic credit is not authorized by the College for this portion of the program. Enrollment for Freshmen involves one hour of classroom instruction weekly; and for Sophomores, two hours. An additional 30 hours of practical laboratory periods of leadership training each academic year comprises the instruction given to Freshmen and Sophomores. Satisfactory completion of the Freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school ROTC is accepted in lieu of first-year work in Military Science. The student must be physically qualified. Basic-Course students are eligible for deferment from military service under the Universal Military Training and Service Act upon their application.

(2) The Advanced Course—covering the third and fourth academic years. The College awards full academic credit for this course. Successful completion of the Basic Course (or attendance at the basic summer camp at the end of the Sophomore year for prospective enrollees in the Two-Year ROTC Program), application by the student, and selection by the Department of Military Science are prerequisites for enrollment. This course involves four hours of classroom instruction weekly and a total of thirty hours of practical laboratory periods in leadership training each academic year. Three of the four hours of classroom instruction during one of the two Semesters each year will be devoted to the college-taught subject selected by the student. Students are paid at the rate of approximately $40 per month while they are enrolled in the Advanced Course, except for the period they are at ROTC summer camp, when a different pay scale applies.

Between the third and fourth years, students attend a six weeks' summer camp at an Army installation. During the period at summer camp the students are paid at the rate of $120 per month. Including travel pay at six cents a mile to and from summer camp, each student receives a total of approximately $1,100 during the two-year course. Advanced-Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms and textbooks are provided at no expense to students enrolled in the Basic and Advanced Courses.

Preparatory training in college followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove highly beneficial to him in his future executive, professional, or business occupation.

The Library

THE Library of Bowdoin College moved late this summer to the new Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, after having been housed in Hubbard Hall since 1903. The Library will share the new building with the administrative offices of the College until growth of the Library necessitates full use of all of its 80,000 square feet of floor space for library purposes.

During term time the Library is open from 8:30 A.M. to midnight, Monday through Saturday, and on Sunday from 1:00 P.M. to midnight. When the College is not in session the Library is not open in the evenings or on Sundays or holidays. Departmental libraries in art, biology, chemistry, mathematics, music, and physics are housed contiguous to the offices of the departments and are available for use on separate schedules of opening.

Bowdoin is proud of its new library building and is even more proud of its collections of books, which number over 300,000 volumes. Its holdings in long, nearly always complete, runs of periodical publications are exceptionally fine. So are its holdings of the publications of various national academies and of the major scholarly societies. The collections are strong (though inevitably of varying strength) in all areas covered by the curriculum of the College, and a constant effort is maintained to see that major publications in fields outside the current curriculum are added to the Library. There is special strength in books relating to exploration and the arctic regions, in books by and about Carlyle, in books and pamphlets about Maine, and in materials about the Huguenots.

Special collections include the books on travel, French and British architecture, and other fine books (miscellaneous in nature but largely relating to the history of art and architecture) which remain in the extraordinarily handsome Rare Book Room in Hubbard Hall. These books are additionally distinguished by their fine bindings. Both the books in this room and the room itself (with its Renaissance ceiling which once graced a Neapolitan palazzo) are the gift of an anonymous donor. The room was designed by C. Grant La Farge as a private library in New York City and later rebuilt at the College.

Other special collections are in the Harold Lee Berry Suite of the Hawthorne-Longfellow Library. These include books and pamphlets collected by Governor James Bowdoin; the private library of James Bowdoin III; an unusually extensive collection of late eighteenth- and early nineteenth-century books (particularly in the sciences) collected by Maine's distinguished Vaughan family; the books, papers, and relics of the Abbott family; the books printed by the three most distinguished presses in Maine's history: the Mosher Press, the Southworth Press, and the Anthoensen Press; and the printed items relating to the history of the College and the chief collections of the manuscript archives of the College. Here also is the Library's general collection of manuscripts, a collection totaling approximately a quarter million pieces. Outstanding among the manuscripts are the collections of the papers of Generals O. O. Howard and Charles Howard (well over a hundred thousand letters), manuscripts by Kenneth Roberts, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, James Bowdoin, and such current authors as Vance Bourjaily and Francis Russell.

The operation of the Library and the growth of its collections are supported by the general funds of the College and by generous gifts from alumni, friends, and foundations. Special funds for the Library's use of their income now include the following:

Name	*Donor or source*	*Amount*
Achorn	Edgar O. Achorn 1881	
The annual balance from the Achorn Flag Fund.		
Adams	William C. Adams 1897	$ 2,000
John Appleton 1822	Frederick H. Appleton 1864	10,053
Samuel H. Ayer 1839	Athenæan Society	1,020
George D. Bearce	His friends	675
Benoit	A. H. Benoit Co. and the Benoit family	1,850
Alexander F. Boardman	Edith Jenney Boardman	500
Elias Bond	Elias Bond 1837	7,220
George S. Bowdoin	George S. Bowdoin	1,041
Philip H. Brown 1851	John C. Brown	2,040
Harold H. Burton 1909	Former law clerks, secretary, and friends	2,710
Henry L. Chapman 1866	Frederic H. Gerrish	10,006
Class of 1825	Several persons	1,025
Class of 1875	Class of 1875	1,671

Name	*Donor or source*	*Amount*
Class of 1877	Class of 1877	3,033
Class of 1882	Class of 1882	2,346
Class of 1888	Class of 1888	1,210
Class of 1890	Class of 1890	2,020
Class of 1894	Class of 1894	2,000
Class of 1901	Class of 1901	727
Class of 1904	Class of 1904	5,272
Class of 1912	Class of 1912	20,006
Class of 1914	Class of 1914	6,017
Class of 1924	Class of 1924	2,110
Lewis S. Conant	Emma L. Conant	63,412
Else H. Copeland	National Blank Book Co.	500
John L. Cutler	John L. Cutler 1837	1,020
Darlington	Mrs. Sibyl H. Darlington	1,000
Betty Edwards Dober	Her family	1,350
James Drummond 1836	Mrs. Drummond and daughter	3,045
Edward A. Dunlap 1940	Mr. and Mrs. Edward A. Dunlap	350
Henry Crosby Emery 1892	Class of 1899	2,000
Daniel C. Fessenden	Daniel C. Fessenden	7,473
Francis Fessenden 1858	John Hubbard	10,000
John O. Fiske	John O. Fiske 1837	1,020
Melville W. Fuller 1853	Mrs. Hugh Wallace	25,000
General Fund	Several persons	2,473
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,219
Ginn	Thomas D. Ginn 1909	1,000
Albert T. Gould	Albert T. Gould 1908	1,000

Name	*Donor or source*	*Amount*
Hakluyt	Robert Waterston	1,100
Roscoe J. Ham	Edward B. Ham 1922	1,307
Robert L. Happ 1953	His friends	100
Louis C. Hatch	Louis C. Hatch 1895	
$100 annually from his estate.		
Samuel W. Hatch 1847	Miss Laura A. Hatch	1,000
Charles T. Hawes 1876	Mrs. Hawes	2,500
George A. Holbrook	George A. Holbrook 1877	2,000
Thomas Hubbard	His sisters and brother	3,307
Thomas H. Hubbard	Thomas H. Hubbard 1857	106,268
Winfield S. Hutchinson 1867	Mrs. Hutchinson	33,416
Elijah Kellogg 1840	Harvey D. Eaton	1,256
President John F. Kennedy	Several persons	2,815
William W. Lawrence	William W. Lawrence 1898	7,500
Brooks Leavitt	Brooks Leavitt 1899	111,642
Solon B. Lufkin	Solon B. Lufkin	500
Robert H. Lunt 1942	William E. Lunt 1904 and Mrs. Lunt	1,500
William E. Lunt 1904	Mrs. Lunt	510
Frank J. Lynde 1877	George Lynde	1,487
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,218
Samuel A. Melcher 1877	Miss Lucy H. Melcher	15,988
William C. Merryman 1882	Mrs. Merryman	1,000
Earl Scott Miller	Karmil Merchandising Corp.	375
Gilbert H. Montague	Gilbert H. Montague	5,000
Edward S. Morse	Edward S. Morse	1,000
Alpheus S. Packard 1816	Sale of publications	500
William A. Packard	William A. Packard 1851	5,000

Name	*Donor or source*	*Amount*
John Patten	John Patten	500
Donald W. Philbrick	Donald W. Philbrick 1917	5,000
Frederick W. Pickard	Frederick W. Pickard 1894	152,500
Lewis Pierce 1852	Henry Hill Pierce 1896	32,009
Alfred Rehder	His family	1,700
Robert R. Rudy 1946	His friends and relatives	611
Joseph Sherman 1826 and Thomas Sherman 1828	Mrs. John C. Dodge and Mary S. S. Dodge	4,709
Jonathan L. Sibley	Jonathan L. Sibley	7,094
Sills	Faculty, alumni, and friends	18,833
Edgar M. Simpson 1894	Mrs. Margaret S. Millar	1,000
Smyth	Henry J. Furber 1861	
The annual balance of the Smyth Mathematical Prize Fund.		
Walter M. Solmitz	His friends	371
Daniel C. Stanwood	Miss Muriel S. Haynes	5,375
Edward Stanwood	Edward Stanwood	1,270
L. Corrin Strong	L. Corrin Strong Trust	
One-half the income of the Trust.		
Charles C. Torrey	Charles C. Torrey 1884	1,000
United States Steel Foundation	United States Steel Foundation	20,000
Joseph Walker	Joseph Walker	5,351
White Pine	Anonymous	10,231
Thomas W. Williams 1910	His friends and relatives	500
Robert W. Wood	Robert W. Wood 1832	1,000

Since 1933 the income of the John Hubbard Fund, which now amounts to $441,434, has been appropriated by the Governing Boards for the uses of the Library.

The Fine Arts

THE MUSEUM OF ART

AN art collection has existed at Bowdoin almost since the inception of the College itself. The earliest acquisition of major importance was a group of one hundred and forty-two old master drawings bequeathed to the College in 1811 by James Bowdoin III. This was the first public collection of its kind in America and contains, among many treasures, a superb landscape by Pieter Brueghel the Elder. James Bowdoin III's collection of old master paintings came to the College two years later, in 1813.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds for the erection in 1894 of the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four tympana murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, decorate the Museum's Sculpture Hall.

The Museum contains one of the most important collections extant of American Colonial and Federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is his greatest work, the full-length likeness of *General Samuel Waldo,* generally regarded as the finest American portrait of the first half of the eighteenth century; the seven Gilbert Stuarts include the so-called "official" portrait of *Thomas Jefferson,* as well as its pendant of *James Madison.*

The College's collection of ancient art contains sculpture, pottery, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, the leading collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, the gift to the College of Henri Byron Haskell, Medical 1855, are installed in the Museum's Sculpture Hall.

In recent years the College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a fine group of European and American pictures given by John H. Halford, of the Class of 1907, and Mrs. Halford; a collection of Chinese and Korean ceramics given by the late Governor William Tudor Gardiner and Mrs. Gardiner; and a collection of nineteen paintings and one hundred and eighty-six prints by John Sloan bequeathed by George Otis Hamlin.

The Museum also contains fine examples of the work of such nineteenth-century and twentieth-century American artists as Winslow Homer, Eastman Johnson, Thomas Eakins, Martin Johnson Heade, William Glackens, Marsden Hartley, Andrew Wyeth, and Leonard Baskin.

In addition to rotating exhibitions of the permanent collection, the Museum holds numerous exhibitions every year of works of art lent by institutions and private collectors throughout the United States. From time to time the College lends pictures and objects in the custody of the Museum to other institutions in various parts of the country. The Bowdoin College Traveling Print Collection is made available gratis to institutions in northern New England.

In 1961 the Associates program of the Bowdoin College Museum of Art was formed in order to more effectively share the facilities of the Museum with the community beyond the College. Students are encouraged to become members, at a reduced rate, so that they can take advantage of the Associates' publications and events.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the regular production of plays has been recognized and valued as part of the extracurricular program of the College. The name of the club was changed to the Masque and Gown in 1909, and two years later annual Shakespearean productions were inaugurated as a regular feature of the Commencement activities. Twenty of Shakespeare's plays have been shown, one as many as six times.

Many modern plays have also been produced, often in connection with house parties; and since 1941 some of these have been played in arena style, with the audience on four sides of the acting area. Perhaps the most significant activity of the club has been its encouragement of playwriting. For over thirty years, in annual one-act play contests, student-written plays have been produced for cash prizes. Winners of these contests have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York. As a direct result of this work, a

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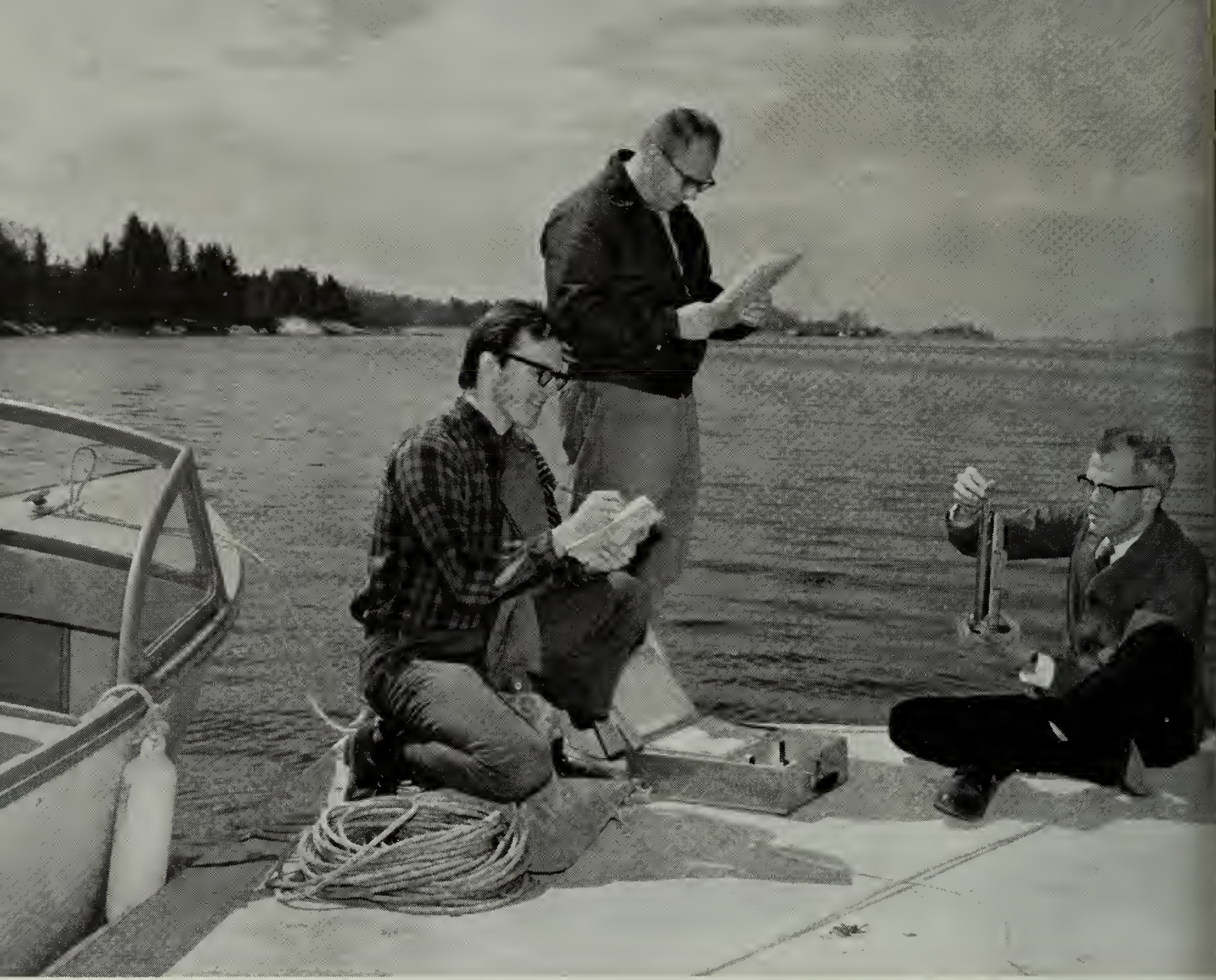
Above: *Throughout the Senior year, members of the graduating class participate in business and professional interviews arranged by the Director of Placement.* →

Below: *Special libraries in Art, Biology, Chemistry, Mathematics, Music, and Physics are maintained in college buildings occupied by those Departments.*

YTH
CS LIBRARY



course in playwriting is now offered by the Department of English.

No courses are offered in acting or stagecraft, but the new Pickard Theater in Memorial Hall permits informal instruction. This generous gift by the late Frederick William Pickard, LL.D., a member of the Class of 1894, of a theater on campus makes finished productions possible. Valuable experience in acting and directing under a professional director and in lighting and stagecraft under a professional technician is now available to any student wishing to engage in these activities. The theater is booked and supervised by the Director of Dramatics. For several summers the theater has been occupied by a professional company, in which students have been invited to serve as apprentices.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the Director of Dramatics to determine the program for each year, handle the finances and publicity of the club, and organize the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

MUSIC

Bowdoin offers its students an unusual variety of musical opportunities. Many undergraduates participate in organizations such as the Glee Club, the *a capella* choir which sings at Sunday vesper services, the Meddiebempsters, the Bachelors, and various chamber music ensembles. Student instrumentalists are encouraged to perform in Sunday afternoon recitals at the Moulton Union and in concerts of solo and chamber music sponsored by the Bowdoin Music Club.

The Glee Club has always been of particular interest to Bowdoin students. Under the direction of Professor Robert Beckwith, it presents two concerts on campus with prominent New England women's colleges, and during the Christmas season the Chapel Choir presents a concert in the Walker Art Building. The Glee Club has appeared in New York's Town Hall on four occasions, and in May, 1965, appeared with the Boston Symphony "Pops" for the eighteenth time.

The "Meddiebempsters," Bowdoin's augmented double quartet, have recently returned from a tour of American Army camps and hospitals in Europe, their eighth such tour under government

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← Above: *At the Little Ponds Wildlife Sanctuary, the Biology Department carries out research in marine life.*

Below: *Geology Class studying an outcropping of volcanic rock on the shore of Casco Bay.*

sponsorship. The "Bowdoin Bachelors," an octet founded in 1961, have become well known in only a few years. Both octet groups appear frequently at other colleges, and have been heard on network radio and television. Student instrumental ensembles, appearing in numerous campus concerts, have presented music by composers as diverse as Monteverdi, Gabrieli, Hindemith, and John Cage. The ensembles are under the direction of Mr. John Rogers.

Visiting artists regularly present concerts on the campus. The 1964-1965 Curtis-Zimbalist Concert Series included the New York Pro Musica, the American Brass Quintet, the Curtis String Quartet, contralto Florence Kopleff, and the Camerata of the Museum of Fine Arts, Boston. The 1965-1966 Series includes, among others, the New York Chamber Soloists, flutist Jean-Pierre Rampal, and soprano Bethany Beardslee. In addition, performers prominent in the Portland-Brunswick area present recitals on campus.

The Bowdoin College Summer Music School offers intensive training to talented young instrumentalists from all parts of the country. The Aeolian Chamber Players, resident faculty of the Summer School, also present a series of recitals during July and August. In addition, the Chamber Players gave world premieres of new works, commissioned by Bowdoin, at the Contemporary Music Festival in August, 1965. Several of these works are being published and recorded by the College, as part of the work of the new Bowdoin College Music Press.

In March, 1966, the Music Department is presenting an Institute devoted to the music of the contemporary American composer Carl Ruggles. This is one of the very first signs of recognition for an unduly neglected, yet major, creative figure.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their study of applied music. Although lessons are contracted for individually, the College provides practice rooms without charge in the Harvey Dow Gibson Hall of Music. A record loan system gives students the privilege of borrowing records from the extensive collection of the Department of Music.

PRINTING AND TYPOGRAPHY

To supplement the opportunities offered to students in the Fine Arts, the College now has a well-equipped printing shop in the Walker Art Building. The equipment consists of a generous assortment of Caslon types especially imported from England, a smaller quantity of Oxford, Centaur, and Arrighi types, stands, stone, cutters, etc., and an old-style hand press. The purpose is to introduce interested students to the meaning of printing and typography, and to its allied fields in which some knowledge of printing and typography may be of value: editorial work, publishing, advertising, institutional promotion, and the production of fine printing itself.

Professor Cornell, of the Department of Art, will be available for informal instruction to students who want an introduction to typography and basic printing procedures. Prior to using this equipment, students must discuss their intention with Professor Cornell before they begin working or experimenting.

The College Library already owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen, A.M. (Bowdoin, 1947), of The Anthoensen Press, of Portland; books printed by Thomas Bird Mosher, A.M. (Bowdoin, 1906), also of Portland; and publications of the Grolier Club, of New York. In the field of early printing the Library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. For several years the Library has been purchasing books in the field of printing and typography, their purchase being made possible by gifts to the Anthoensen-Christian Fund, established in 1946 to provide a typographical collection. In 1950 the Library received from a friend who wishes to remain anonymous a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

The Bureau for Research in Municipal Government

THE principal purpose of the Bureau for Research in Municipal Government is to provide adequate facilities for training students in the use of primary materials relating to local and state government. A secondary aim is to supply information to citizens, civic organizations, and government officials. The Bureau is located on the second floor of Hubbard Hall.

The Bureau for Research in Municipal Government was established in 1914 and directed from that date until 1952 by Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus. Its establishment was made possible by a generous contribution from William John Curtis, LL.D., a member of the Class of 1875, and has been continued by gifts from interested alumni and appropriations from the Governing Boards. Today a portion of the income from a fund established by Guy Parkhurst Estes, a member of the Class of 1909, is used for the support of the work of the Bureau.

The library of the Bureau consists of publications catalogued under such subjects as: municipal finance, charters and charter making, zoning, planning, municipal ordinances, personnel management, public utilities, and taxation. Most of the pertinent periodicals dealing with state and local government and public administration are also among the materials available in the Bureau library. During the more than fifty years of its existence, the Bureau has furnished students a carefully chosen yet comprehensive selection of source material on various phases of American government—information which has been of particular value in courses offered by the Department of Government and Legal Studies.

The Bureau has also made significant contributions to public service by furnishing information and technical aid to many cities and towns in New England, especially in Maine, and to the Maine State Legislature. A lasting contribution to civic knowledge has been made by the publication of monographs in the *Government Research Series* of the *Bowdoin College Bulletin.* This series now numbers twenty-five studies on various aspects of state and local government in Maine.

Bowdoin Center for Education in Politics

THE Center for Education in Politics promotes student interest and participation in political party activity. Originated by Arthur Vanderbilt, late Chief Justice of the New Jersey Supreme Court, the organization is nonpartisan. Affiliated with the Law Center of New York University, and administered regionally at the University of Rhode Island, the National Center for Education in Politics provides funds for a program to bring Bowdoin students into contact with practical politics.

Students have opportunities to become involved in political party work in addition to meeting and questioning candidates for important public positions and experts on the political process. Bowdoin undergraduates also participate through arrangements made for them to work as assistants to the county delegations at the state party conventions. During the 1960 Presidential campaign and the 1962 elections, students of politics were afforded the opportunity to participate in all forms of electioneering activity by working with the local party organization of their choice. A two-day spring conference on political issues with nationally known figures as guest speakers is now a traditional feature of the Bowdoin program. In an attempt to further advance the goals of the national sponsor, the Bowdoin Center for Education in Politics Congressional Internship Program was launched in the summer of 1962 with the placement of outstanding students in the offices of members of the New England delegation.

Finally, a Political Information Center has been formed. The chief goal of the Center is the encouragement of scholarly research in the political process among undergraduates through the publication of noteworthy papers. The most recent monographs published under the auspices of the Center are: *Campaign Finances: Maine—1958,* by Alfred Schretter, Class of 1959; *Party Activists and Political Motivation: The Case of the Republican Party Workers—Brunswick, Maine—1960,* by Granville Magee, Class of 1962; and *Campaign Finances: Maine—1960,* by Mark R. Youmans, Class of 1962. These studies have won commendation from both academicians and practising politicians. In these various ways, the Bowdoin Center for Education in Politics works to help students provide better minds for better politics.

The Bowdoin Scientific Station

THE College maintains a field station at Kent Island, off Grand Manan in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct field work on biological problems. Kent Island, containing about two hundred acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles Ellsworth Huntington, Ph.D., Associate Professor of Biology, is the Director of the Station.

This valuable adjunct to the scientific resources of the College is an outpost island at the entrance to the Bay of Fundy, the home of thousands of seabirds, and is especially attractive to students of ornithology. The extensive tides in the Bay provide excellent conditions for the study of marine biology. A wide diversity of terrestrial environments, ranging from marshland to spruce woods, makes the island itself equally attractive to students of ecology.

No formal courses are offered at the Station, but students are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved field work at the Station is acceptable for credit in *Biology* 201, 202, 301-304 (The Independent Study courses). Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see page 201) and from a grant from the National Science Foundation for undergraduate science education.

Scientific investigators from other institutions have frequently availed themselves of the opportunities afforded by the Station. Their presence has been a valuable stimulus to the undergraduate members of the Station in the conduct of their work.

Center for Economic Research

THE Center for Economic Research is an organization devoted to research and publication, especially in the area of the Maine economy. The Center publishes the *Maine Business Indicators,* which regularly includes comment on current conditions together with articles devoted to particular phases of the economic structure of Maine. As a part of these activities, the Center collects and makes available to interested individuals and organizations a wide range of economic data concerning Maine and northern New England.

The establishment of the Center in 1958 was the outgrowth of an effort that began in 1954 among a group of businessmen and economists who realized the need for a better understanding of the Maine economy and for the availability of information about it. This first phase of the program was sponsored by the Committee for Economic Development and the Ford Foundation. As a result of this joint activity, several studies were completed and an index of Maine business was developed. Publication of the Index and the *Maine Business Indicators* began in September, 1956, and has been continued ever since at Bowdoin College.

In addition to the preparation and publication of the *Indicators,* the Center has also carried out a variety of research projects involving aspects of the Maine and New England economies. These studies have been made possible by grants received from Federal and State agencies of the government as well as from private organizations. Financial support for the *Maine Business Indicators* is obtained by gifts made to Bowdoin College especially for this purpose.

The staff of the Center consists of faculty members in the Economics Department of Bowdoin College, together with other research and secretarial assistants. The office of the Center is located in the Economics Department office at 6 College Street.

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years various distinguished authorities in Art, Literature, Music, Public Affairs, and Science.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP. This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive, the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

MAYHEW LECTURE FUND. This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP. This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

TALLMAN LECTURE FUND. This fund was established with a gift of $100,000 by Frank G. Tallman, A.M. (Bowdoin, 1935), of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subject of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1955-1965

Pedro Armillas, B.S., *Professor de Ensenanza Tecnica Superior, Escuela Nacional de Antropologia, Mexico City. Visiting Lecturer on Archaeology,* 1955-1956.

Charles Mitchell, B.A., M.A., B.LITT., *Warburg Institute of the University of London. Visiting Professor of the History of Art,* Fall 1956.

George Haddad, PH.D., *Syrian University, Damascus. Visiting Professor of Near East History and Culture,* Fall 1957.

William Matthew O'Neil, A.B., A.M., *McCaughey Professor of Psychology, University of Sydney. Visiting Professor of the History of Science,* Spring 1960.

Takamichi Ninomiya, B.A., *Professor of English, Kobe University. Whitney-Fulbright Visiting Professor of the Japanese Language and Literature,* Fall 1960.

Ole Myrvoll, DR. OECON., *Professor of Economic Theory, Norwegian School of Economics and Business Administration, Bergen. Visiting Professor of Economics,* Spring 1962.

Rex Warner, *Visiting Professor in Classical History and Literature,* 1962-1963.

Alfred Maurice Taylor, M.A., PH.D., *Professor of Physics, University of Southampton. Visiting Professor of Physics,* 1964-1965.

CHEMISTRY LECTURE FUND. By vote of the Boards in 1939 the balance of $1,280 from a fund given for Chemistry Department Lectures is used for special lectures in chemistry.

THE STUDENT COUNCIL LECTURESHIP. This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of current interest to the student body.

EDITH LANSING KOON SILLS LECTURE FUND. This fund, at present amounting to $4,025, was established in 1961 by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support a biennial lecture by an outstanding woman.

CHARLES WESTON PICKARD LECTURE FUND. Founded in 1961 by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Starting with a gift of

$15,000, the interest is to be added to the principal until it reaches $25,000, except that beginning with the academic year 1963-1964, and every four years thereafter, the income for that particular year shall be used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

Charles R. Bennett Memorial Fund. A fund of $1,000 given in 1962 by Mrs. Mary D. Bennett in memory of her husband, Charles R. Bennett, of the Class of 1907. The income is made available to the Mathematics Department preferably for the purpose of meeting the expenses of a visiting mathematics lecturer.

THE BIENNIAL INSTITUTES

Sponsored by the College, Institutes on subjects of broad, general interest were held biennially from 1923 to 1941 and resumed in 1944. The method of conducting these Institutes is to bring to Brunswick various lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. In 1955, 1956, and 1960 the traditional pattern was varied by having the Institute conducted by one lecturer who developed a single theme in a series of addresses and round-table discussions. In the last twenty-five years Institutes have been held in the following fields:

Human Geography (1941)
Liberal Education (1944)
World Politics and Organization (1947)
Modern Literature (1950)
Highlights of New England Culture During Bowdoin's History (1952)
Some Aspects of American Foreign Policy (1955)
Crime and Delinquency (1956)
The Mind of the South (1958)
The Contemporary American Novel (1960)
Soviet Russia (1962)
Hawthorne and the American Novel (1964)

NATIONAL SCIENCE FOUNDATION INSTITUTES

Summer Institutes

Three grants totaling $139,750 were received from the National Science Foundation for conducting Institutes on the Bowdoin campus in the summer of 1965. Institutes for secondary school teachers were held in Chemistry, Mathematics, and Marine Biology. These three Institutes ran concurrently from June 28 to August 6. Each Institute offered credit at a graduate level of two semester courses or eight semester hours. Under the terms of the grant each participant received a stipend of $75 a week with additional allowance for dependents and travel.

The Chemistry Institute, directed by Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry, was designed for thirty-six high school teachers who taught or were preparing to teach advanced placement chemistry courses.

The Marine Biology Institute, under the direction of Dr. Alton H. Gustafson, Professor of Biology, was presented to thirty-six science teachers selected because of their interest in Marine Biology and their ability to foster this interest in their students. Emphasis in this Institute was placed on the ecological aspects of the marine environment and the use of living organisms.

The Mathematics Institute was under the direction of Professor Richard L. Chittim, of the Department of Mathematics. It provided sixty teachers a program of two courses: one in Geometric Transformations and Configurations and one in Theory and Techniques of Numerical Analysis. This Institute was the seventh of a series of Mathematics Institutes planned to give credit toward a master's degree. Again this year participants selected were teachers who would exert leadership in the teaching of mathematics by creating modern courses or writing textbooks.

American teachers who attended these Institutes came from every section of the United States. Bowdoin College provided both dining and housing accommodations. Approximately one-half of the teachers were accompanied by their families. Throughout the period of the Institutes the facilities of the College including the Library, the Museum, and the Moulton Union were made available to these participants. The coordinator of the 1965 Institutes was Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry.

MATHEMATICS SEMINAR

In addition to the three Institutes above, there was also an Advanced Science Seminar for Graduate and Postgraduate Students of Mathematics. The Seminar, financed by a grant of $72,630 from the National Science Foundation, was under the direction of Dr. Dan E. Christie, Professor of Mathematics, and ran from June 22 to August 12. About forty-eight graduate and twelve postdoctoral students participated in a program devoted to study and research in Homological Algebra. Stipends and allowances for dependents and travel were available to members of the Seminar.

SUMMER LECTURES AND CONFERENCES

The Oakes Center, Bar Harbor

The Oakes Center, a twenty-one-room residence situated on a seven-acre estate with extensive shore frontage, is ideally adapted for summer educational programs and conferences. In July and August in 1958 and 1959 the Center housed a Speech Workshop for teachers under the direction of Albert Rudolph Thayer, A.M., McCann Professor of Oral Communication at Bowdoin. In August of 1960, 1961, 1964, and 1965 the Center was used by the staffs of the Johns Hopkins University School of Medicine and the Roscoe B. Jackson Memorial Laboratory, of Bar Harbor, in connection with their summer conference on Medical Genetics. For a part of the summer of 1962 it was used by the Institute for Defense Analysis. The summers from 1963 to 1965 were devoted to an extensive series of illustrated lectures and chamber music concerts, all open to the public, and one lecture restricted to the Alumni of the College.

SUNDAY VESPER SPEAKERS: September, 1964–May, 1965

September 27—William Brotherton Davis, B.D., First Parish Church, Brunswick.

October 4—Charles E. Karsten, Jr., M.A., Christ (Episcopal) Church, Gardiner.

October 11—Charles Michael Murphy, Ed.M., S.T.L., Sacred Heart Church (Roman Catholic), Yarmouth.

October 18—Joseph Cony MacDonald, D.D., Union Church, Waban, Massachusetts.

October 25—Robert Cummins, D.D., S.T.D., Bowdoinham.

November 1—William Harper Welch, A.M., State Street Congregational Church, Portland.

November 8—George Milner Hooten, Jr., D.D., First Church of Christ, Marblehead, Massachusetts.

November 15—Horace Martin McMullen, S.T.M., Holladay Community Church, Salt Lake City, Utah.

November 22—Donald Henry Lyons, S.T.B., Archdeacon of the Protestant Episcopal Diocese of New Hampshire.

December 6—Robert Edward Lee Strider II, Ph.D., LL.D., President of Colby College.

December 13—Frederick Harold Thompson, D.D., L.H.D., Woodfords Congregational Church, Portland.

January 10—Frederick Dennis Hayes, D.D., Congregational Church, Auburn.

January 17—Gustave Herman Todrank, Ph.D., Associate Professor of Philosophy and Religion, Colby College.

February 7—Birger Theodore Johnson, B.D., Associate Minister, Woodfords Congregational Church, Portland.

February 14—Murray Israel Rothman, M.H.L., Temple Shalom, Newton, Massachusetts.

February 21—Malcolm L. Diamond, Ph.D., Associate Professor of Religion, Princeton University.

February 28—George Thomas Davidson, Jr., Ed.M., Guidance Director of Kennett High School, Conway, New Hampshire.

March 7—Jerry Wayne Brown, Ph.D., Assistant Professor of Religion, Bowdoin College.

March 14—Robert C. Dodds, Associate Secretary of the National Council of the Churches of Christ.

March 21—Clyde Hoyte Cox, Jr., S.T.B., Trinity (Episcopal) Church, Portland.

April 11—Donald Wedgwood Webber, LL.B., L.H.D., Associate Justice of the Supreme Judicial Court of Maine.

April 18—Mervin Monroe Deems, Ph.D., Dean of Bangor Theological Seminary.

April 25—Krister Stendahl, Teol.Dr., Litt.D., Frothingham Professor of Biblical Studies, Harvard Divinity School.

May 2—Nathanael Mann Guptill, D.D., Minister of the Connecticut Conference of the United Church of Christ.

May 9—Herbert Warren Richardson, A.M., S.T.B., Assistant Professor of Theology, Harvard Divinity School.

May 16—Musical Service. *Missa: Victimae Paschali* by Edward R. Greene '65.

Student Life and Activities

BOWDOIN provides for her students a campus life which combines traditional features of the liberal arts college with modern facilities and programs which enrich the experience of undergraduate life. The Curriculum in Arts and Sciences (pages 91-150) provides formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College has been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

THE HONOR SYSTEM: A student initiated proposal, the Bowdoin Honor System was devised with the uniqueness of Bowdoin foremost in mind. As voted by the Faculty and Student Body, it places complete responsibility upon the individual student for integrity in all of his academic work, including the use of the College Library. During registration, each student signs a pledge signifying that he understands and agrees to abide by the Bowdoin College Honor System. In so doing, he is pledging himself neither to give nor to receive unacknowledged aid in any academic undertaking. Further, he is pledging himself, in the event that he witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board, which also recommends any action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in a special booklet distributed to all entering students.

THE CHAPEL-FORUM PROGRAM: On Monday through Friday from 10:00 to 10:30 A.M., time is reserved for one Chapel and two Forums weekly, the days varying to accommodate special speakers. The

Chapel Service provides an opportunity for worship, meditation, and, in a general sense, religious education. The Forums offer opportunities for faculty, students, and guests to speak on a variety of topics ranging from campus problems to international issues. For the undergraduate, a choice remains as to whether he attends the religious or secular meetings, but in order that the values of the program as a whole may be realized, each student is expected to attend each Semester any combination of Chapels or Forums totaling ten.

On Sundays at 5:00 P.M., a nondenominational Vesper Service is conducted in the College Chapel. At these services the President of the College usually presides, and in the course of the year distinguished spokesmen from Protestant, Roman Catholic, Jewish, and other denominations preach. It is not the intention of the College to indoctrinate its students with any specific dogma but to provide them with an opportunity to worship and with an occasion for listening reflectively to the views of religiously committed men. Although a student may be excused from participation under special circumstances, he is normally expected to attend at least four Vesper Services each Semester.

LIVING AND DINING ACCOMMODATIONS: The College provides living and dining accommodations for its student body. Entering Freshmen live in the several dormitories. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union. All Seniors, with but a few exceptions, live and dine at the Senior Center. The fraternity chapter houses furnish dining accommodations to their members with the exception of the Seniors and living accommodations for a large proportion of the Sophomore and Junior Classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

THE MOULTON UNION: The Union is the Community Center of the College, for all members of the college family—students, faculty, administration, alumni, and guests (and their families). It is not merely a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the College.

The main lounge, with its pleasant fireplace, is arranged for informal use as well as college gatherings: lectures, smokers, recitals, receptions, and banquets. A conference lounge in the opposite wing and two smaller lounges add flexibility to the main floor area. Also on this floor are the scheduling and information desk and the campus telephone switchboard.

A large, self-service bookstore, featuring a growing paperback section, is located in the southeast corner on the main floor, supplying textbooks and sundries to members of the College. Profits are used for general student social purposes under the direction of the Student Union Committee.

Extracurricular activities such as the Student Union Committee, the *Orient,* the *Bugle,* the Debating Council, the Outing Club, and WBOR have offices in the Union.

On the lower floor, food service is provided in a variety of dining rooms with distinctive decor, where members and friends of the College may dine pleasantly for regular meals or between-meal snacks. A banquet room is also provided. Also on this floor are game and television rooms.

The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of Union activities are the responsibility of the Union Director assisted by the Student Union Committee, consisting of a representative from each Fraternity and the Independents. By sponsoring concerts, dances, lectures, art exhibitions, motion pictures, tournaments, and other entertainments, the Committee contributes to the social life of the entire college community.

THE STUDENT UNION COMMITTEE

Fall 1965

Roy Peter Hibyan, *President*	Theta Delta Chi
Michael Arthur Wartman, *Vice-President*	Alpha Delta Phi
Steven Phillips Mickley, *Secretary*	Beta Theta Pi
Gregory Elliott Muzzy, *Treasurer*	Sigma Nu
Gary David Comstock	Delta Kappa Epsilon
Elliot Hacker	Alpha Rho Upsilon
Charles Nield Head	Phi Delta Psi
Robert David Macallister	Psi Upsilon
Howard Emil Munday	Chi Psi
James Charles Roy, Jr.	Delta Sigma

Thomas Meister Watson	Zeta Psi
John Aldrich Whipple	Kappa Sigma

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the Sophomore and Junior Class members live "at the house," while all of the members, with the exception of the Seniors, dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, cooperation with the Administration and the faculty advisers in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

INDEPENDENTS: The Independent group at Bowdoin is small (partly because the fraternities do not follow as exclusive or selective policies as at some other colleges) but nevertheless important. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

THE BOWDOIN PLAN: A notable contribution to international understanding, the "Bowdoin Plan" is an arrangement whereby the fraternities provide board and room for some foreign students, while the College remits tuition. The plan originated with the undergraduates themselves in the spring of 1947, and in its first year of operation brought six foreign students to the Bowdoin campus. Since then the number has been increased. Their presence is a very desirable addition to the life and fellowship of a small college. Foreign students attending Bowdoin under the terms of the plan in 1965-1966 are:

Maarten Jan Brolsma (The Netherlands) ΔΣ
Philippe Conard (France) ΖΨ
Johannes Hein Gerson (The Netherlands) ΘΔΧ
Thomas Eric Wilhelm Gunnarsson (Sweden) ΨΥ
Ake Rolf Hammarstrom (Sweden) ΧΨ
Karl Ludvig Holberg (Norway) ΚΣ
Joseph Bukwara Mofor Elly Ndang (West Cameroon) ΦΔΨ
John Akwo Ngoh '67 (West Cameroon) ΑΔΦ
Swen Walter Nilsson (Sweden) ΣΝ
Johan Willem Rijkus Nortier (The Netherlands) ΔΚΕ

Aspau Scholars: Four students from Africa are each year in residence at Bowdoin under the African Scholarship Program of American Universities. The students in 1965-1966 are:

Andrew John Seager '66 (Bechuanaland)
Ibukun Akinduro '67 (Nigeria)
Abimbola Olusoji Ogunsola '68 (Nigeria)
Mwindaace Nkongwa Siamwiza '69 (Zambia)

The Student Council: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body, and occasionally to the Faculty. The Council is composed of representatives from each fraternity and organized social group.

Student Council

Fall 1965

Raymond Adriel Bird, *President*
Robert White Boyd, *Vice-President*
Jerald Charles Cantor, *Secretary-Treasurer*

Richard Halle Bamberger	Zeta Psi
Robert Lawrence Bell, Jr.	Psi Upsilon
Douglas Paul Biklen	Theta Delta Chi
Timothy Charles Eberhardt	Alpha Delta Phi
Alan Marvin Fink	Sigma Nu
Sidney Alan Frank	Alpha Rho Upsilon
John Richard French	Senior Center
Marc Bennett Garnick	Delta Sigma

James Stanton Gessner	Phi Delta Psi
James Richard Goldfarb	Chi Psi
Peter Lee Hanson	Psi Upsilon
James Brian Harris	Alpha Delta Phi
Peter Francis Hayes	Beta Theta Pi
William Patrick Hoar	Chi Psi
David Frederic Huntington	Phi Delta Psi
Steven Allen Kay	Senior Center
Edward Armstrong McAbee, Jr.	Senior Center
Robert Bernard McKeagney, Jr.	Sigma Nu
William Carpenter Miles	Delta Kappa Epsilon
Paul Wildes Newman	Kappa Sigma
Robert Bruce Patterson, Jr.	Kappa Sigma
Daniel Alexander Quincy	Alpha Rho Upsilon
Edwin Larson Russell	Beta Theta Pi
James Arthur Salem	Delta Sigma
Dennis Robert Scharer	Theta Delta Chi
John Hood Scholefield	Delta Kappa Epsilon
David Bradford Soule, Jr.	Zeta Psi

THE STUDENT JUDICIARY BOARD: The Student Judiciary Board is responsible for introducing new students to the Honor System. It also sits in judgment on violations of the Honor System and on other breaches of good conduct by students. Its decisions take the form of recommendations to the Deans' Office. The Board is comprised of three Seniors and two Juniors, all elected by the Student Council.

STUDENT JUDICIARY BOARD

Fall 1965

John Richard French, *Chairman*
Edward Armstrong McAbee, Jr.
Robert Howard Pfeiffer
David Warner Stocking
Joseph David Titlow

THE STUDENT CURRICULUM COMMITTEE: Recently organized, the Student Curriculum Committee is interested in faculty-student relationships. Among its contributions to the College is the arrangement of lectures of interest to the college community, delivered principally by members of the Faculty. The five-member Committee is elected in the fall; two are members of the Student Council and three, members-at-large, are from the student body.

THE STUDENT COMMITTEE FOR THE SENIOR CENTER: A committee of six members of the Senior Class meets regularly with the Director of the Senior Center and the Faculty Senior Center Council to plan Senior Center activities. The members of this Committee are elected by their classmates in the spring of the Junior year. The Committee consists of the three class officers and three additional members of the class chosen to represent the Seniors in matters pertaining to the Senior Program.

STUDENT COMMITTEE FOR THE SENIOR CENTER

Fall 1965

Karl Lance Aschenbach *(Class President)*
John Weatherbee Tarbell, Jr. *(Class Vice-President)*
Daniel Warren Tolpin *(Class Secretary-Treasurer)*
Douglas Chapin Bates
James Frederick Day
James Walter MacAllen

THE BOARD OF PROCTORS: The maintenance of order in the dormitories and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the Dean of Students with the approval of the Faculty.

BOARD OF PROCTORS

Fall 1965

Richard Halle Bamberger
John Victor Bonneau
Andrew Joseph Cornella
Robert Harold Doran, Jr.
Peter Lee Hanson
Robert Bernard McKeagney, Jr.
Peter George Pappas
Robert Howard Pfeiffer
Walter Rowson III
Joseph David Titlow

THE ORIENT: *The Bowdoin Orient,* the college newspaper, is now in its ninety-fifth year of continuous publication. Opportunities for Freshmen as "cub" reporters, and for newcomers at the news desk and in the pressroom, continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

THE QUILL: The *Quill* is the college literary publication and is normally published once each Semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

THE BUGLE: The *Bugle* is the college yearbook published by the Junior Class. The board is composed of students with faculty advisers.

MUSIC: The most important musical extracurricular activity is the Glee Club. Bowdoin continues to be a "singing college," with the Interfraternity Singing Competition, the *a capella* choir (which in addition to Sunday vesper services makes joint appearances with nearby girls' schools and colleges), house singing, student recitals, and the "Meddiebempsters" and the "Bowdoin Bachelors," both double quartets. An artist concert series is open free to all undergraduates.

RADIO: In WBOR, "Bowdoin-on-Radio," the College has a fully equipped FM radio station as the result of a substantial gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The station is equipped to produce high-fidelity broadcasts.

Students and faculty work freely together to cover the average daily run of ten hours on the air. The station has an advisory board, but programming and management are handled entirely by the students. During the last year of operation about twenty-five students participated as scriptwriters, directors, announcers, performers, and engineers. The station records on tape many of the college lectures and concerts for rebroadcast and has made several recordings for public distribution.

DEBATING: In addition to the Achorn and Bradbury Prize Debates, an extensive program of intercollegiate debating is sponsored by the Debating Council. The annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under the general supervision of the Council.

THE MASQUE AND GOWN: This college dramatic organization has for over sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques. Under the direction of an expert, and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

THE INTERFAITH COUNCIL: The Interfaith Council is an organizational structure comprised of two representatives of each of the student religious organizations on the campus. The purposes of the Interfaith Council are to distribute funds from the activities fee among member organizations, to approve new member organizations, to sponsor an annual Religious Forum, and to advise the Administration on chapel speakers. The present member organizations of the Council are: The Bowdoin Christian Association, The Bowdoin Episcopal Student Association, the Bowdoin Newman Club, and the Student Religious Liberals.

THE POLITICAL FORUM: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national and international interest. The Forum has instituted the policy of inviting guest speakers to lecture to the college community.

THE OUTING CLUB: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

THE WHITE KEY: This organization has two functions: to program and supervise all interfraternity athletics, and to serve as the official committee to welcome and make arrangements for the entertainment of teams visiting Bowdoin from other institutions.

Physical Education and Athletics

ATHLETICS play a prominent part in the life of the College. The Department of Physical Education offers a broad program of athletics for all undergraduates. In addition to well-coached varsity and freshman teams, there is an active year-round schedule of intramural athletics for the whole student body. There are also classes in physical education. Each student is required to demonstrate "a playing knowledge" of some sport such as tennis, golf, or swimming, in which he can participate after leaving college.

INTERCOLLEGIATE ATHLETICS: Bowdoin offers intercollegiate competition in the following sports: football, cross country, basketball, track, swimming, hockey, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, and sailing. Varsity and freshman teams are maintained in these sports, giving every undergraduate an opportunity to try out for the sport of his choice.

INTRAMURAL ATHLETICS: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

OUTDOOR FACILITIES: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and outdoor track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes two baseball diamonds, several spacious playing fields for lacrosse, soccer, and football, ten tennis courts, and a field house.

INDOOR FACILITIES: With the completion of a new gymnasium in 1965, the College possesses indoor facilities that are the equal of its outdoor facilities. The new 50,000-square-foot building, connected to the Sargent Gymnasium, contains a modern basketball court with seats for 1,800 persons, four visiting team rooms, ten squash courts, adequate offices for the Director of Athletics and his staff, and other rooms for physical education purposes. Sargent Gymnasium will be altered and renovated to make it an efficient part of the comprehensive plan. The Hyde Athletic Building, which is attached to the Sargent Gymnasium, includes a cinder track, facilities for field events, a banked board track, and a baseball infield. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,700 spectators.

Placement Bureau

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office.

Students are encouraged to register early in their college career and to consult the Director in Banister Hall for vocational counsel and guidance if the work of the Bureau is to be most effective in placing men upon graduation in the positions for which they are best qualified. The Bureau assists undergraduates in establishing contacts for summer employment.

The campus career interviews are planned to broaden the student's vocational interest and to aid him in selecting his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations, and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The Bureau has information available to help guide the applicant to an intelligent choice. Extensive literature, including occupational monographs, and recent books on business careers are at the disposal of the students. The candidate's complete undergraduate record—including classroom work, vocational aptitude tests and extracurricular activities—is used to determine his availability for positions after graduation.

The Bureau continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the fall a series of business conferences is usually held for the benefit of registrants. The Placement Bureau cooperates with Alumni Placement Committees and with the Alumni Council sponsors each year a Career Conference. The Alumni Committees broaden the contacts available for registrants. The Placement Office provides the Area Committees with information necessary for proper classification and counseling of candidates referred to them.

Students planning to enter graduate school should consult with either of the Deans and the chairmen of their major departments. No charge is made for services rendered to candidates or employers.

The Director devotes the major portion of his time to the activities of the Bureau. He is a member of the Faculty as well as an administrative officer. All correspondence should be addressed to the Director of the Placement Bureau, Banister Hall, Bowdoin College, Brunswick, Maine.

BOWDOIN PLACEMENT COMMITTEE CHAIRMEN

Albany, New York	James B. Colton II '31
Augusta, Maine	Willard B. Arnold III '51
Bangor, Maine	Edward M. Stone '48
Boston, Massachusetts	John D. Lawrence '37
Brunswick, Maine	Paul K. Niven '16
Buffalo, New York	George V. Craighead '25
Charleston, West Virginia	Robert W. Lancaster '46
Chicago, Illinois	Maurice E. Graves '28
Cincinnati, Ohio	John D. Dupuis '29
Cleveland, Ohio	John E. Orr '40
Dallas, Texas	John G. Young '21
Denver, Colorado	Oscar Swanson '30
Detroit, Michigan	George O. Cutter '27
Hartford, Connecticut	Terry K. Woodbury '56
Jacksonville, Florida	William B. Mills '29
Lewiston-Auburn, Maine	Stephen D. Trafton '28
Los Angeles, California	William R. Spinney '13
Manchester, New Hampshire	Francis B. Hill '23
Mexico City, D. F.	Robert C. Hill '32
Millburn, New Jersey	Frank A. St. Clair '21
Minneapolis, Minnesota	Nathan A. Cobb '26
Montreal, Province of Quebec	Charles S. Bradeen '26
New York, New York	Robert C. Bolles '50
Pasco, Washington	Norman E. Robbins '19
Philadelphia, Pennsylvania	Leland W. Hovey '26
Providence, Rhode Island	Ralph R. Melloon '15
Rochester, New York	Norton V. Maloney '35
St. Johnsbury, Vermont	Alden E. Hull '29
St. Louis, Missouri	Wallace C. Philoon, Jr. '45
San Mateo, California	Donald A. Carman '52
Seattle, Washington	Roswell M. Bond '56
Springfield, Massachusetts	Lawrence E. Dwight '54
Washington, D. C.	William F. Johnson '30
Worcester, Massachusetts	Paul Sibley '25

Prizes and Distinctions

THE BOWDOIN PRIZE

The Bowdoin Prize. A fund, now amounting to $27,700, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., of the Class of 1913. The third award was made in 1948 to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901. In 1954 the fourth award was made to Rear Admiral Donald Baxter MacMillan, Sc.D., of the Class of 1898. In 1958 the fifth award was made to Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909. The sixth award was made in 1963 to William Hodding Carter, Litt.D., L.H.D., LL.D., of the Class of 1927.

UNDERGRADUATE PRIZES*

Prizes in General Scholarship

Brown Memorial Scholarships: A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of one thousand dollars to the best scholar in each undergraduate class who shall have graduated at the High School in Portland after having been a member thereof not less than one year. (1865)

Almon Goodwin Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income, $75, is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

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* The amount of the prizes depends upon the income of the funds; hence the figures given for awards are only approximate.

George Wood McArthur Prize: A fund bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income, $130, is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

The Leonard A. Pierce Memorial Fund will support a prize to be awarded each year to that member of the graduating class of the College continuing his education in an accredited law school, who has attained the highest scholastic average during his years in college, such prize to be paid to the recipient on his enrollment in law school. (1961)

Departmental Prizes

Sue Winchell Burnett Music Prize: A prize consisting of the annual income of a fund of $1,096, the gift of Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the Senior Class who has majored in Music and has made the most significant contribution to Music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Class of 1875 Prize in American History: A prize of $295 was established by William John Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

Copeland-Gross Biology Prize: A prize, named in honor of Professors Emeriti Manton Copeland and Alfred Otto Gross, is given by the Department of Biology to that graduating Senior who has best exemplified the idea of a liberal education during the major program in Biology. (1959)

Hannibal Hamlin Emery Latin Prize: A prize of $75 is awarded to a member of the Junior or Senior Class for proficiency in Latin. (1922)

Fessenden Prize in Government: A prize of $25, the gift of Richard Dale, of the Class of 1954, is given by the Department of Government to that graduating Senior who as a government major has made the greatest improvement in his studies in Government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain Federal services, and who is a United States citizen. (1964)

Goodwin French Prize: A prize of $45, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

Nathan Goold Prize: A prize of $165, the annual income of a fund established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Edwin Herbert Hall Physics Prize: A prize, named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best Freshman scholar in the field of Physics. (1953)

Edward Sanford Hammond Mathematics Prize Fund: Established by former students of Professor Edward S. Hammond, Ph.D., Wing Professor of Mathematics, Emeritus, upon the occasion of his retirement, the income is used for a prize book to be awarded upon recommendation of the faculty of the Mathematics Department to a graduating Senior who is completing with distinction a major in Mathematics. Any balance of the income from the fund may be used to purchase books for the use of the Department of Mathematics. (1963)

Sumner Increase Kimball Prize: A prize of $180 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855. It is awarded to that member of the Senior Class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Eaton Leith French Prize: A prize of $25, provided by an anonymous donor, is awarded to that member of the Junior Class who, by his proficiency and scholarship, achieves outstanding results in the study of French Literature. (1962)

Charles Harold Livingston Honors Prize in French: The annual income of a fund of $1,055 is awarded to encourage independent scholarship in the form of honor theses in French. The fund was established by former students of Professor Charles Harold

Livingston, Ph.D., Longfellow Professor of Romance Languages, Emeritus, upon the occasion of his retirement. (1956)

PHILIP WESTON MESERVE FUND: A prize of $40 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

NOYES POLITICAL ECONOMY PRIZE: A prize of $75 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in Political Economy. (1897)

THE OLD BROAD BAY PRIZES IN READING GERMAN: The income from a fund given by Dr. Jasper J. Stahl, of the Class of 1909, of Waldoboro, and by others to be awarded to students who in the judgment of the Department have profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

PRAY ENGLISH PRIZE: A prize of $80, the annual income of a fund given by Dr. Thomas Jefferson Worcester Pray, of the Class of 1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

SEWALL GREEK PRIZE: A prize of $50, the annual income of a fund given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore Class who sustains the best examination in Greek. (1879)

SEWALL LATIN PRIZE: A prize of $50, the annual income of a fund also given by Professor Sewall, is awarded to the member of the Sophomore Class who sustains the best examination in Latin. (1879)

DAVID SEWALL PREMIUM: A prize of $75 is awarded to a member of the Freshman Class for excellence in English Composition. Entries are due at the last meeting of *English* 2. (1795)

BERTRAM LOUIS SMITH, JR., PRIZE: A bequest of $4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Literature. From this fund a premium of $265 is awarded by the Faculty to a member of the Junior Class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

Smyth Mathematical Prize: A fund of $6,952, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each Sophomore Class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Lea Ruth Thumim Biblical Literature Prize: A prize consisting of the annual income of a fund given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in Biblical Literature. (1959)

PRIZES IN DEBATING AND DECLAMATION

Edgar Oakes Achorn Prize Fund: The income of this fund is distributed as prizes to the winning team in an annual debate between members of the Freshman and Sophomore Classes. First prize, $40; Second prize, $25; Third prize, $15. (If this debate should fail in interest or scholastic benefit, the prizes may, at the discretion of the Faculty, be withdrawn, and the income awarded annually as a prize for the best essay by a Freshman or Sophomore on "Chapel Exercises, Their Place at Bowdoin," or on any other subject on the place of religion in a liberal arts college.) (1932)

Alexander Prize Fund: This fund was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to Freshmen, Sophomores, and Juniors. First prize, $60; Second prize, $40. (1905)

Bradbury Debating Prize: The annual income of a fund given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, $90; Second team, $50. (1901)

Class of 1868 Prize: A prize of $70, the annual income of a fund contributed by the Class of 1868, is given to that member of the Senior Class who shall write and deliver the best oration. (1868)

Hiland Lockwood Fairbanks Prize Fund: This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income, $140, one-half is awarded for excellence in advanced public speaking and debating (*English* 5, 6), and the remaining one-half is to be divided equally between the outstanding student of the Fall Semester and that of the Spring Semester in *English* 4. (1909)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, a prize of $200 is awarded to the author of the best Commencement Part. (1882)

Wilmot Brookings Mitchell Debating Trophy: This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of the interfraternity debate competition and awarded to that fraternity which has won three annual competitions. (1953)

Stanley Plummer Prize: A prize of $65, the annual income of a fund established by Stanley Plummer, of the Class of 1867, is awarded "for excellence in original and spoken composition in the English language on the part of the members of the Junior Class." (1919)

Essay Prizes

Philo Sherman Bennett Prize Fund: This fund was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of $40 for the best essay discussing the principles of free government. Competition is open to Juniors and Seniors. (1905)

Brown Composition Prizes: Two prizes of $55 and $40, the annual income of a fund established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

Horace Lord Piper Prize: A prize of $90 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the Sophomore Class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

PRIZES IN CREATIVE ARTS

BOWDOIN ORIENT PRIZES: Six cash prizes are offered by the Bowdoin Publishing Company to be awarded each spring to those Junior members of *The Bowdoin Orient* Staff who have made the most significant contribution to the various departments of the *Orient* in the preceding volume. (1948)

ABRAHAM GOLDBERG PRIZE: A prize of $10, from a bequest of Abraham Goldberg, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

HAWTHORNE PRIZE: A prize of $40 given in memory of Professor Robert Peter Tristram Coffin, B.Litt. (Oxon.), Litt.D., of the Class of 1915, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

MASQUE AND GOWN FIGURINE: A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

MASQUE AND GOWN ONE-ACT PLAY PRIZES: Cash prizes of $25 and $15 are awarded annually for the best and second-best plays written and produced by undergraduates. Prizes of $10 each for acting, directing, and design in the competing plays have been added. (1934)

ALICE MERRILL MITCHELL PRIZE: A prize of $95, given by Professor Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

POETRY PRIZE: A prize of $20 is given each Semester for the best poem on Bowdoin written by an undergraduate. (1926)

QUILL PRIZE: A prize of $25 is awarded each spring for the best manuscript submitted to the *Quill* by a contributor whose work has not appeared in the *Quill* previously. (1958)

FORBES RICKARD, JR., POETRY PRIZE: A prize of $35, the annual income of a fund given by a group of alumni of the Alpha Delta Phi Fraternity at the College in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

MARY B. SINKINSON SHORT STORY PRIZE: A prize of $85, the annual income of a fund established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the Junior or Senior Class. (1961)

AWARDS FOR CHARACTER AND LEADERSHIP

LESLIE A. CLAFF TRACK TROPHY: A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

FRANCIS S. DANE BASEBALL TROPHY: A trophy presented to the College by friends and members of the family of Francis S. Dane, of the Class of 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the Dean of the College, the Director of Athletics, and the Coach of Baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

ANDREW ALLISON HALDANE CUP: A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the Senior Class who has outstanding qualities of leadership and character. (1945)

LUCIEN HOWE PRIZE: A fund of $5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

Winslow R. Howland Football Trophy: A trophy presented to the College by friends of the late Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: A cup given by the Chi Psi Fraternity at the College in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

George Levine Memorial Soccer Trophy: A trophy presented by Lt. Benjamin Levine, Coach of Soccer, 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Robert B. Miller Trophy: A trophy, given by former Bowdoin swimmers, honoring Robert B. Miller, Coach of Swimming, Emeritus, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines of swimmers. (1962)

Hugh Munro, Jr., Memorial Trophy: A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterize the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Col. William Henry Owen Premium: An award of $45, the income of a fund established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

WALLACE C. PHILOON TROPHY: Given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

WILLIAM J. REARDON MEMORIAL FOOTBALL TROPHY: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a Senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

FRANKLIN DELANO ROOSEVELT CUP: A cup, furnished by the Alpha Delta Phi Fraternity at the College, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

PRIZES IN EXTRACURRICULAR ACTIVITIES AND SCHOLARSHIP

JAMES BOWDOIN CUP: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

ORREN CHALMER HORMELL CUP: A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus, is awarded each year to a Sophomore who, as a

Freshman, competed in Freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

Roliston G. Woodbury Award: A prize given annually by the Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry. It consists of a $50 U. S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities. (1963)

Military Prizes

The General Philoon Trophy: A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, is awarded each autumn to that member of the Senior Class who has made the best record at the summer camp of the ROTC. (1951)

The Pershing-Presnell Sword: A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Colonel commanding the Bowdoin College Battle Group, Reserve Officers' Training Corps, and the shield bearing the sword is inscribed with his name. (1951)

Miscellaneous Prizes

Abraxas Award: A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing in the Fall Semester of Freshman year. This award, established in 1915 by the Abraxas Society, is now given by the Student Council. (1915)

Student Council Cup: A cup, formerly called the "Friars' Cup" and now given by the Student Council, is awarded at the conclusion of each Semester to that fraternity which has attained the highest academic standing during the Semester. (1911)

Harvey Dow Gibson Memorial Trophy: A cup in memory of Harvey Dow Gibson, LL.D., of the Class of 1902, is given by the Bowdoin chapter of the Theta Delta Chi Fraternity. It is awarded each fall to that fraternity which has shown the greatest improvement in its scholastic standing during the previous academic year. (1951)

The Peucinian Cup: A cup, in honor of the Peucinian Society, Bowdoin's first literary-social club (1805), is given by the alumni of Bowdoin fraternity chapters and awarded each February and June to the fraternity whose Freshman delegation achieves the highest academic average for the previous Semester. (1938)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election to the Society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-six semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire college, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work, in recognition of a high average in their courses to date.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has carried a full course program and has received a grade of A– or better in each of his courses during the last academic year.

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $202,700, was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the Fund is used to help finance research projects carried on by members of the Faculty.

UNDERGRADUATE RESEARCH ASSISTANCE

THE UNDERGRADUATE RESEARCH FELLOWSHIP PROGRAM

The Undergraduate Research Fellowship Program was established by the Governing Boards upon the recommendation of the Faculty in June, 1959. Under this program, ten fellowships may be awarded annually to highly qualified Seniors in all three major divisions of the curriculum: the Natural Sciences and Mathematics, the Social Sciences, and the Humanities. Each Fellow will participate, under the direction of a faculty member, in a research project in which that faculty member is independently interested.

The purpose of the program is to engage the Fellow directly and responsibly in a serious attempt to extend man's knowledge in his field of interest and competence. Each project to which a Fellow is assigned must therefore justify itself independently of the program as a potential contribution to knowledge, and the Fellow is expected to be an actual participant in the research and not, for example, a mere observer or helper. The nature of the project will differ from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the work will acknowledge the contribution of the Fellow and of the program; and in some instances it may be appropriate that the Fellow be named as coauthor of the publication.

The Fellows will be chosen each spring for the following academic year. Awards will be made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Fellowship does not preclude working for Honors.

Since the aim of the program is to give special training to especially gifted students, the financial need of a candidate will not enter into the awarding of the Fellowships; but Fellows are obligated to refrain from all other part-time employment during the academic year.

LIST OF FELLOWS AND PROJECTS: 1965-1966

Biology

John L. Esposito '66, "Partial Reactions of Oxidative Adenosinetriphosphate Synthesis in Fractionated Cells" (with Professor John L. Howland).

Chemistry

Howard F. Pease '66, "The Presence of 3-methoxypyridine in Cannel Coals" (with Professor Dana W. Mayo).

Economics

Andrew G. Loeb '66, "Revisions of the Maine Business Index" (with Professor Wesley H. Long).

English

William G. Heath, Jr. '66, "Linguistics and Twentieth-Century Prosody" (with Professor Louis O. Coxe and Professor Reginald L. Hannaford).

History

David E. Brewster '66, "Social Sciences and Social Reform during the Period 1890-1935" (with Professor Daniel Levine).

David A. Lander '66, "English Attitudes towards the Protestant Cause in the Elizabethan and Early Stuart Period" (with Professor Roger Howell, Jr.).

Mathematics

Palma W. Hays, Jr. '66, "Local Number Fields and Their Applications to Global Problems in Number Theory" (with Professor Jonathan D. Lubin).

Physics

Carl D. Hopkins '66, "Thin Solid Films" (with Professor Myron A. Jeppesen).

Richard W. Sharp, Jr. '66, "Plasma Oscillations in Solids" (with Professor James H. Turner).

Psychology

John B. Morrison '66, "Intermodal Transfer of Adaptation to Distorted Sensory Feedback" (with Professor Harutune H. Mikaelian).

THE ALFRED O. GROSS FUND

This fund, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, Emeritus, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

BOWDOIN FATHERS ASSOCIATION FUND

A fund of $300, an annual gift of the Bowdoin Fathers Association, is awarded under direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work. In 1965 the recipient of this award was Morgan Kennedy Grover '67.

Degrees Conferred in August, 1964

MASTER OF ARTS

Stella Harriett Bialecki
Ralph Edward Daywalt
Kenneth Guy Griswold
Frank Trafton Gutmann
George Richard Jonelunas
James Edward Long
Roger Allan Luttman
Rodney K Meredith
Nathaniel Shaw Merrill
Helene Dorothy Popper
John Raymond Rapp
Pamie Esther Rentrop
Richard Rene Riendeau
Robert Miles Washburn

Degrees Conferred in June, 1965

BACHELOR OF ARTS

David Lawrence Abbiati
*Richard Thompson Andrias
Michael Monroe Anello
Peter Howard Aranson
Alfredo Alberto Ayora '64
Bernard Murray Babcock
Frederick Thomas Bail
†Edgar Clifton Bailey, Jr.
John Michael Barnes
John Randolph Baxter
Elmer Lawrence Beal, Jr.
George Stephen Bennett, Jr.
Brian Alan Bereika
*Frank William Black, Jr.
Stephen Daniel Bloomberg
Eric Boesch
William Bradford III
Gary Crosby Brasor
Burton Dennis Bricker '64
Keith Kenneth Brooks
Charles Bruce Brown, Jr.
Charles Francis Buckland '64
David Lee Buehler
Paul Dayton Burnham, Jr.
Walter Webb Carson
Charles Malcolm Cary
Thomas Hannah Chamberlin
Ji Hong Chang
*Curtis Edward Chase
Thomas Charles Chase
Paul Chummers
Thomas Edward Ciesielski
David Allen Cleaves
Richard Damon Cobb
Thomas Peter Coffey
Myles Jeffrey Connell
*James Edward Corey
*David Richard Coupe
Alphonse Joseph Czyzewski, Jr. '64
*Nathan Dane III
*Edward Scott d'Entremont
*Richard August Dieffenbach
John Michael DiPaolo
Richard Hoyt Dixon
*John Alexander Doig
Daniel Michael Dorman
Peter Wheeler Downey
Michael Paul Drees
Charles Gibson Dyer '59
*Bradford Newell Eames
Raymond Paul Ebeling
*Gilbert Walter Ekdahl
William Diek Elliot
*Peter Winslow Elliott
Christopher Temple Emmet
Peter Wright Engster
William Joseph Fahrenbach
Stephen Prescott Farrar
David Anthony Field
Howard Benjamin Fisher
Richard Bicknell Fontaine
Kenneth Louis Fontecchio '64
Louis Arthur Fourcher
Stephen Jeremy Gardner '63
*John Chester Gazlay III
Richard Allen Gelerman
*Gerald Thomas Giesler
Paul Jay Godt
Donald Alan Goldsmith
*Joseph James Gorman
James Allan Gould
Edward Rideout Greene
John Damon Hallisey
Yellott Fitzhugh Hardcastle III
Frederic Benjamin Harlow '64

James Emory Hastings
*Barry Curtis Hawkins
*Stephen Anthony Hecht
Howard Vinson Hennigar, Jr. '64
James Fessler Hindson
William Elliott Hinkley
William DeWitt Hyde, Jr.
Steven Kenyon Ingram
Charles James Kahill
Onyeonoro Secundus Kamanu
*John Thomas Kelly, Jr.
Stuart Owen Kerievsky '63
Sigurd Aleksander Knudsen, Jr.
Stephen James Krisko
Donald John Krogstad
Paul Harold Lapointe
Robert Joseph Lariviere '64
Peter Sutton Larkin
Paul David Lazarus
Shawn William Leach
*Richard Francis Leaver
*Steven Clarence Leonard
Robert Schuyler Lesher, Jr.
Clayton Roy Lewis, Jr.
George Hallam Lewis
*Robert Scott Lingley
*James Madison Lister
Hobart Samuel Littlefield '64
*William Howard Lynch
Robert Edward McClintock
Michael Edward McCutcheon
Philip Estabrooks McDowell
Edward William McGovern, Jr.
Philip Cobb McIntire
William Rankin Matthews, Jr.
John Francis Milo, Jr. '63
Richard Aram Mougalian
Steven Charles Munger
Brian Richard Murphy
Thomas Edwin Nepil
Harold Bennett Noel, Jr.
Russell Walter Olson
John Steven Osterweis '64
Frederick James Pazzano
William Maxwell Pennell II
*Robert Eustis Peterson
Jotham Donnell Pierce, Jr.
Jeffrey Robert Prince
Albert Linden Purola
†John Stephen Putnam
Gerald Fred Rath
Robert David Rauh, Jr.
Jonathan Carl Raymond
Thomas Jesseman Reed
Michael Tingley Richman
Timothy James Robinson
*Thomas Herbert Roche
James Elms Rolfe
*James Crossland Rosenfeld
Adam Jaazaniah Ross
Samuel Tilden Rost
James Arthur Rouillard
*Donald Brian Rucker
Leonard Herbert Sahr '64
Roger Barry Saillant
Peter John Sapienza
Berle Mark Schiller
John Floyd Schumacher
Clayton Henry Shatney
‡Hubert Seely Shaw, Jr.
Michael Burgess Sherman '64
Steven Richard Siegel
Richard Francis Sims, Jr.
Theodore Mitchell Slowik
Asa Plimpton Smith
Lloyd Sanders Smith
Thomas Francis Smith '64
David Otto Solmitz
William Fredrick Springer
Lowry Chew Stephenson, Jr.
David Keene Stevenson

William Theodore Strauss III
Charles Richard Toomajian, Jr.
George Robert Trask
Harry King Tressel
*Charles Clark Truesdell
Walter Edward Trzcienski, Jr.
Daniel Earl Turner
Edward Richie Van Vliet
Charles Robison Vaughan
Michael Waldman
Charles Isaac Wallace, Jr.
Russell Henry Weigel, Jr.
Fred Kelley Wentworth II
Craig Lyndon Whitman, Jr.
Richard Latham Whitmore, Jr.
†Albert Ives Willett
William David Williams '63
Charles Bowker Witherell
Alan Tenney Woodbury
Thomas John Zilinsky
Jeffrey Frank Zimmerman

* Commissioned Second Lieutenant, United States Army Reserve, June 1965.

† To be commissioned Second Lieutenant, United States Army Reserve, upon completion of 1965 Army ROTC Summer Camp.

‡ Commissioned Second Lieutenant, Regular Army of the United States, June 1965.

MASTER OF ARTS

Maurice Joseph Chabot
Donald Cameron Duncan
Donald Carl Freeburg
Francis Gilbert French
Edwin Eugene Haegele
Gilbert George Mages
Austen Bennett Meek, Jr.
Arthur Frederick Smith
Roy Joseph Stumpf

RECIPIENTS OF HONORARY DEGREES

Doctor of Humane Letters

Katharine Elizabeth O'Brien

Doctor of Laws

Crawford Hallock Greenewalt

Doctor of Literature

Keyes DeWitt Metcalf

Doctor of Science

Joseph Lyman Fisher
Ellison Smullen Purington

Appointments, Prizes, and Awards

PHI BETA KAPPA ELECTIONS

Class of 1965

Richard Thompson Andrias
Charles Bruce Brown, Jr.
Thomas Charles Chase
Peter Winslow Elliott
Donald John Krogstad
Clayton Roy Lewis, Jr.
William Howard Lynch
Philip Cobb McIntire
Jotham Donnell Pierce, Jr.
Jeffrey Robert Prince
Gerald Fred Rath
Jonathan Carl Raymond

Class of 1966

John Louis Esposito

HONORARY APPOINTMENTS

Magna cum laude

Donald John Krogstad

Cum laude

Richard Thompson Andrias
Michael Monroe Anello
Alfredo Alberto Ayora
Edgar Clifton Bailey, Jr.
Gary Crosby Brasor
Charles Bruce Brown, Jr.
Thomas Charles Chase
Thomas Edward Ciesielski
Richard Damon Cobb
Peter Winslow Elliott
William Joseph Fahrenbach
Louis Arthur Fourcher
Paul Jay Godt
Edward Rideout Greene
James Emory Hastings
William Elliott Hinkley
Steven Kenyon Ingram
Onyeonoro Secundus Kamanu
Clayton Roy Lewis, Jr.
George Hallam Lewis
James Madison Lister
William Howard Lynch
Philip Cobb McIntire
John Steven Osterweis
William Maxwell Pennell II
Jotham Donnell Pierce, Jr.
Jeffrey Robert Prince
Gerald Fred Rath
Jonathan Carl Raymond
Clayton Henry Shatney
Richard Francis Sims, Jr.
Lloyd Sanders Smith
Lowry Chew Stephenson, Jr.
Charles Clark Truesdell
Michael Waldman
Charles Isaac Wallace, Jr.

HONORS IN SUBJECTS AND TITLES OF THESES

ART: *Honors,* Michael Tingley Richman, *American Art from the Exposition to the Armory Show: The Contacts with Europe.*

BIOLOGY: *Highest Honors,* Charles Bruce Brown, Jr., *Studies on the Antimycin Inhibition of Beef Heart Mitochondrial Respiration.*

Richard Hoyt Dixon, *Directional Hearing in the Goldfish with Special Reference to the Function of the Mauthner's Cells.*

Donald John Krogstad, *The Role of Vitamin K and Related Naphthoquinones in* Corynebacterium *Electron Transport.*

High Honors, Thomas Edward Ciesielski, *The Krebs Cycle and Succinate-Linked* NAD^+ *Reduction in* Corynebacterium diphtheriae.

Michael Edward McCutcheon, *The Immunological Activity of the Thymus Gland in Sensitized and Non-Sensitized Rats.*

Jonathan Carl Raymond, *Soluble Nicotinamide-adenine dinucleotide Oxidase of* Corynebacteria diphtheriae.

Honors, Stephen Daniel Bloomberg, *A Study of the Succinoxidase System in Whole Body Homogenates of* Phagocata gracilis.

William Elliott Hinkley, *Histochemistry of the Developing Chondrocranium in* Rana pipiens.

ECONOMICS: *High Honors,* Richard Thompson Andrias, *Big Business and National Socialism in Germany.*

Asa Plimpton Smith, *The Interest Equalization Tax Act and Voluntary Restraint Programs: Capital Controls for Balance-of-Payments Adjustment.*

Honors, John Alexander Doig, *A Cost of Living Survey in Brunswick, Maine.*

Howard Benjamin Fisher, *An Analysis of Housing Conditions in the State of Maine.*

Steven Richard Siegel, *Lawrence, Massachusetts: A Study of Economic Recovery.*

Michael Waldman, *Financing Public Education in Maine.*

ENGLISH: *Honors,* Edgar Clifton Bailey, Jr., *The Writer and the Gilded Age: A Study of Mark Twain and Walt Whitman As Social Critics.*

William Joseph Fahrenbach, *The Continuity of Quantitative Verse in English.*

Jeffrey Robert Prince, *Robert Browning and the Dramatic Monologue.*

FRENCH: *High Honors,* Gary Crosby Brasor, *The Experimental Theater in France.*

Honors, Paul Jay Godt, *The Poetic Works of Georges Brassens.*

Edward Richie Van Vliet, *The Evolution of Character in the Theater of Marivaux.*

GOVERNMENT: *High Honors,* Onyeonoro Secundus Kamanu, *Centrifugal Forces in the Nigerian Political System.*

Honors, Peter Howard Aranson, *Central Themes in the Political Thought of Edmund Burke.*

Keith Kenneth Brooks, *The Demographic Characteristics of Maine Voters.*

Richard Allen Gelerman, *The Recent Modernization Movement in the Massachusetts Judicial System—And Remaining Problems.*

Donald Alan Goldsmith, *The Future of Suburban Politics: A Case Study of Nassau County, New York.*

Philip Cobb McIntire, *Recognition of Statehood: The Theoretical Controversy and the Community Interest.*

Gerald Fred Rath, *Justice Jackson and the First Amendment.*

HISTORY: *High Honors,* Brian Richard Murphy, *The Indigenous Populations of Peru: A Study in Transition.*

Honors, Barry Curtis Hawkins, *Public Opinion and Congressional Formulation of Foreign Policy.*

Robert Edward McClintock, *American-Japanese Relations from the Fall of France, June, 1940 to Pearl Harbor, December, 1941.*

Jotham Donnell Pierce, Jr., *Joachim von Ribbentrop Before the International Military Tribunal.*

John Stephen Putnam, *The Cutting Edge: A History of CORE.*

Charles Isaac Wallace, Jr., *Christian Socialism in England: 1848-1854.*

MATHEMATICS: *High Honors,* Steven Kenyon Ingram, *Differentiable Manifolds.*

Clayton Roy Lewis, Jr., *The Impossibility of Trisecting an Arbitrary Angle.*

Honors, William Diek Elliot, *From Vectors to Tensors.*

David Anthony Field, *Orthogonal Functions.*

Harry King Tressel, *Mathematics and Moral Reasoning.*

MUSIC: *Honors,* Edward Rideout Greene, *Missa: Victimae Paschali.*

PSYCHOLOGY: *High Honors,* Thomas Charles Chase, *Response Coding Under Non-Contingent Reinforcement.*

Honors, Frederick Thomas Bail, *Experimental Bias in the Administration of the Frenkel-Brunswik Test.*

Stephen Jeremy Gardner '63, *An Experiment on the Perception of Time.*

James Emory Hastings, *The Effects of Methods of Study on Short Term Memory.*

Charles James Kahill, *Assessment of Group Attitudes Through Fiction.*

Russell Henry Weigel, Jr., *Backward Associations in High and Low Association Value Nonsense Syllables.*

SOCIOLOGY: *Highest Honors,* George Hallam Lewis, *The Diffusion of a New Element in a Closed System.*

AWARDS

CHARLES CARROLL EVERETT SCHOLARSHIP: Onyeonoro Secundus Kamanu.

GUY CHARLES HOWARD SCHOLARSHIP: George Moffat Christopher '62.

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP: David Clifton Walker '64.

WILMOT BROOKINGS MITCHELL GRADUATE SCHOLARSHIP: William Joseph Fahrenbach.

O'BRIEN GRADUATE SCHOLARSHIPS: William Maxwell Pennell II, James Arthur Rouillard, Lloyd Sanders Smith.

LEE G. PAUL SCHOLARSHIP: Philip Cobb McIntire.

NATHAN WEBB RESEARCH SCHOLARSHIPS: William Winlock Lannon '63, Kenneth Chatfield Smith '64.

FULBRIGHT-HAYS SCHOLARSHIP: Gary Crosby Brasor.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION SCHOLARSHIP: Steven Kenyon Ingram.

WOODROW WILSON NATIONAL FELLOWSHIP: Clayton Roy Lewis, Jr.

PERCIVAL WOOD CLEMENT CONSTITUTIONAL ESSAY CONTEST: 4th Prize: Stephen Prescott Farrar.

BROWN MEMORIAL SCHOLARSHIPS: William Maxwell Pennell II, John Louis Esposito '66, Sheldon Mayer Krems '67, Gary Alan Taylor '68.

ALTERNATE COMMENCEMENT SPEAKER: Philip Cobb McIntire.

GOODWIN COMMENCEMENT PRIZE: Louis Arthur Fourcher.

ALMON GOODWIN PHI BETA KAPPA PRIZE: John Louis Esposito '66.

GEORGE WOOD MCARTHUR PRIZE: Thomas Charles Chase.

LEONARD A. PIERCE MEMORIAL PRIZE: Thomas Charles Chase.

ANDREW ALLISON HALDANE CUP: Steven Kenyon Ingram.

LUCIEN HOWE PRIZE FOR HIGH QUALITIES OF GENTLEMANLY CONDUCT AND CHARACTER: Donald John Krogstad.

COL. WILLIAM HENRY OWEN PREMIUM: Nathan Dane III.

FRANKLIN DELANO ROOSEVELT CUP: Andrew John Seager '66.

CLASS MARSHAL: Michael Monroe Anello.

LEA RUTH THUMIM BIBLICAL LITERATURE PRIZE: Peter George Maurer '66.

COPELAND-GROSS BIOLOGY PRIZE: Jonathan Carl Raymond.

AMERICAN INSTITUTE OF CHEMISTS—STUDENT MEDAL: Roger Barry Saillant.

PHILIP W. MESERVE PRIZE IN CHEMISTRY: Howard Francis Pease '66.

NATHAN GOOLD CLASSICS PRIZE: Peter Winslow Elliott.

NOYES POLITICAL ECONOMY PRIZE: Michael Waldman.

BROWN EXTEMPORANEOUS ENGLISH COMPOSITION PRIZES: 1st: William Joseph Fahrenbach; 2nd: Paul Harold Lapointe.

HAWTHORNE PRIZE: Leslie Allen Ferlazzo '67.

POETRY PRIZE: Bailey Stillman Stone '68.

PRAY ENGLISH LITERATURE PRIZE: Jeffrey Robert Prince.

DAVID SEWALL PREMIUM IN ENGLISH COMPOSITION: Douglas Gustave Green '68, Richard Burnham Spear '68.

BERTRAM LOUIS SMITH, JR., PRIZE IN ENGLISH LITERATURE: Charles Manson Barbour III '66.

Forbes Rickard, Jr., Poetry Prize: Thomas Hunter Wilson '66.

Edgar O. Achorn Debating Prizes: 1st: Richard Mark Lo Cicero '68; 2nd: Brian Carey Hawkins '67; 3rd: David Lloyd Kimport '68.

DeAlva Stanwood Alexander Declamation Prizes: 1st: David Lloyd Kimport '68; 2nd: Robert David Jones, Jr. '68.

Bradbury Debating Prizes: 1st Award: Peter Howard Aranson, Brian Carey Hawkins '67; 2nd Award: James Joseph Dowgialo '67, Matthew Ralbe Pincus '66.

Class of 1868 Prize in Oratory: Peter Howard Aranson.

Hiland Lockwood Fairbanks Prizes in Public Speaking: (*English* 4) *1st Semester:* Gary Alan Taylor '68; *2nd Semester:* Neal Gerald Bornstein '68; (*English* 5) James Joseph Dowgialo '67; (*English* 6) Bruce Lawrence Bushey '67.

Wilmot Brookings Mitchell Debating Trophy: Alpha Rho Upsilon Fraternity.

Stanley Plummer Prize in Public Speaking: Steven Allen Kay.

Goodwin French Prize: Mark Robert Tilghman Pettit, Jr. '68.

Eaton Leith French Prize: Charles Alan Couillard '66.

Charles Harold Livingston Honors Prize in French: Gary Crosby Brasor.

The Old Broad Bay Prizes in Reading German: Class A: (1) Craig Lyndon Whitman, Jr., (2) Samuel Henry Hartman '66, (3) Walter Webb Carson. Class B: (1) Eric Boesch, (2) Paul Lewis Golder '68, (3) Barry Joseph Batorsky '68.

Fessenden Prize in Government: Keith Kenneth Brooks.

Horace Lord Piper Prize: Robert White Boyd '66, David Frederic Huntington '67.

Class of 1875 Prize in American History: John Stephen Putnam.

Haviland Prize for Best History Honors Thesis: Brian Richard Murphy.

Hannibal Hamlin Emery Latin Prize: Richard Damon Cobb.

Sewall Latin Prize: Daniel Ellis Boxer '67.

Edward Sanford Hammond Mathematics Prize: Steven Kenyon Ingram.

Smyth Mathematical Prize: Steven Kenyon Ingram, Carl Douglas Hopkins '66, William Keeler Norton '67.

Sue Winchell Burnett Prize in Music: Elmer Lawrence Beal, Jr., Edward Rideout Greene.

Sumner I. Kimball Prize for Excellence in Natural Sciences: Donald John Krogstad.

Edwin Herbert Hall Physics Prize: James Whitman Smith '68.

Philo Sherman Bennett Prize for Best Essay on Principles of Free Government: Onyeonoro Secundus Kamanu.

James Bowdoin Cup: William Howard Lynch.

Orren Chalmer Hormell Cup: Thomas Hodge Allen '67.

Roliston G. Woodbury Award: Richard Thompson Andrias.

Masque and Gown One-Act Play Prizes: *(Playwriting)* 1st: Charles Nield Head '68; 2nd: Robert Allan Benjamin '66; *(Acting)* David Lawrence Abbiati; *(Directing)* Stephen Richard Crosby '67; *(Designing)* Daniel Alexander Quincy '68.

Abraham Goldberg Award for Directing: William Theodore Strauss III.

Alice Merrill Mitchell Award for Acting: Jonathan Carl Raymond, Berle Mark Schiller.

Bowdoin Orient Prizes: Thomas Herbert Roche, Peter George Maurer '66, Laurence Martin Weinstein '66 *(Editorial);* Peter George Pappas '67 *(Sports);* Robert Franklin Seibel '68 *(Business Management).*

Quill Prize: Edwin Leonard Brawn '67.

The Pershing-Presnell Sword: Peter Winslow Elliott.

The General Philoon Trophy: Bradford Newell Eames.

Reserve Officer Training Awards: Peter Winslow Elliott, Robert Lawson Ness, Jr., Hubert Seely Shaw, Jr., Edwin Dewey Bell '66, Michael Duane Harmon '67, Fred Elmore Haynes III '67, Neal Gerald Bornstein '68, John Mayo Rector, Jr. '68.

DISTINGUISHED MILITARY GRADUATES

Richard Thompson Andrias
Nathan Dane III
John Alexander Doig
Peter Winslow Elliott
Gerald Thomas Giesler
James Madison Lister
William Howard Lynch
James Crossland Rosenfeld
Hubert Seely Shaw, Jr.
Charles Clark Truesdell

JAMES BOWDOIN SCHOLARS

1964-1965

Thomas Hodge Allen '67
Richard Thompson Andrias '65
Michael Monroe Anello '65
Douglas Paul Biklen '67
John Allen Bleyle '66
Ellis Ballard Boal '66
Randall Ives Bond '67
David Paul Bottomy '67
Charles Bruce Brown, Jr. '65
Bruce Lawrence Bushey '67
Richard Paul Caliri '67
Thomas Charles Chase '65
Joel Gardner Duncklee '67
Peter Winslow Elliott '65
John Louis Esposito '66
William Joseph Fahrenbach '65
Arlan Frank Fuller, Jr. '67
Gary Douglas Graham '67
Henry Fox Greig '67
Morgan Kennedy Grover '67
Samuel Henry Hartman '66
Fred Elmore Haynes III '67
Paul Steven Hurwit '67
Donald John Krogstad '65
Raymond Edward Lapine '66
Robert Ernest Levasseur '67
Clayton Roy Lewis, Jr. '65
William Howard Lynch '65
Edward Armstrong McAbee, Jr. '66
Philip Cobb McIntire '65
Steven Phillips Mickley '67
William David Mone '67
Anthony LeRoy Moulton '67
William Keeler Norton '67
Jotham Donnell Pierce, Jr. '65
Jeffrey Robert Prince '65
Gerald Fred Rath '65
Jonathan Carl Raymond '65
Campbell Cary Rea '67
Judd Robbins '67
Robert Ernest Starrett '67
John Carsten Vorbeck '66

Alumni Organizations

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George T. Davidson, Jr. '38

Vice-President
John F. Reed '37

Treasurer
Glenn R. McIntire '25

Secretary
Peter C. Barnard '50

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Term expires in 1966
George F. Cary II '35
George T. Davidson, Jr. '38
Lendall B. Knight '41
Richard A. Wiley '49

Term expires in 1967
William H. Thalheimer '27
Robert C. Porter '34
John F. Reed '37
W. Bradford Briggs '43

Term expires in 1968
F. Erwin Cousins '24
Richard C. Bechtel '36
Jeffrey J. Carre '40
Roscoe C. Ingalls, Jr. '43

Term expires in 1969
Stephen F. Leo '32
Donald F. Barnes '35
Leonard W. Cronkhite, Jr. '41
Willard B. Arnold III '51

Directors of the Alumni Fund

Morris A. Densmore '46, *Chairman*
J. Philip Smith '29, *Vice-Chairman*
Robert M. Cross '45, *Secretary*

Term expires in 1966
Morris A. Densmore '46

Term expires in 1967
J. Philip Smith '29

Term expires in 1968
Lewis V. Vafiades '42

Term expires in 1969
Gordon C. Knight '32

Term expires in 1970
L. Robert Porteous, Jr. '46

Faculty Member
Nathan Dane II '37

Secretary of the Alumni Fund
Robert M. Cross '45

Alumni Secretary
Peter C. Barnard '50

Editor of the Bowdoin Alumnus
Edward Born '57

Other Council Members are the representatives of recognized local Alumni Clubs.

The officers of the Alumni Council are ex officio the officers of the Bowdoin College Alumni Association. The Council Members-at-Large, the Directors of the Alumni Fund, the Faculty Member, the Treasurer, the Secretary of the Alumni Fund, and the Alumni Secretary serve as the Executive Committee of the Council and of the Association.

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St. Petersburg. *Convener and Council Member,* Alton S. Pope '11, 105 20th Avenue, S.E., St. Petersburg 5, Florida.

San Francisco. *President and Council Member,* D. Bruce Alden '49; *Secretary,* Fletcher W. Means II '57, 1586 Harbor Boulevard, Belmont, California.

Seattle. *Convener and Council Member.* M. Chandler Redman '34, 2418 Smith Tower, Seattle, Washington 98104.

Southern Florida. *Convener and Council Member,* Virgil I. Pitstick, Jr. '50, 3800 Battersea Road, Miami 33, Florida.

Springfield. *President,* Edwin H. Sample '49; *Council Member,* Lawrence E. Dwight '54; *Secretary,* Theodore E. Chambers '53, 81 Roseland Terrace, Longmeadow, Massachusetts.

Texas. *Convener and Council Member,* John G. Young '21, 4005 St. Andrews Drive, Dallas 5, Texas.

Vermont. *Convener and Council Member,* Robert D. Peakes '36, Star Route, Middlesex, Vermont.

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York County. *President,* John B. Roberts, Jr. '36; *Council Member,* Lt. Col. Carroll H. Clark '21; *Secretary,* C. Cabot Easton '48, 13 Shawmut Avenue, Sanford, Maine.

One of the principal sources of both endowment and income in recent years has been the Alumni; and the Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $1,794,260 for the capital needs of the College and a further sum of $2,167,286 for current expenses, as of June 30, 1965.

THE ALUMNI SERVICE AWARD

First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

1956	Leland W. Hovey '26
1957	John W. Leydon '07
1958	Seward J. Marsh '12 and Malcolm E. Morrell '24
1959	S. Sewall Webster '10
1960	Charles A. Cary '10
1961	Frederick W. Willey '17
1962	William D. Ireland '16
1963	John C. Pickard '22
1964	Emerson W. Zeitler '20
1965	Earle S. Thompson '14

ALUMNI AWARD FOR FACULTY AND STAFF

The Alumni Award for Faculty and Staff was established by the Alumni Council in 1963 and is awarded each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni." The Award is presented at the annual Alumni Day Luncheon in the fall and consists of a unique Bowdoin clock and a framed citation.

1963	Athern P. Daggett '25
1964	Hubert S. Shaw '36
1965	Nathaniel C. Kendrick

DISTINGUISHED BOWDOIN EDUCATOR AWARD

The Distinguished Bowdoin Educator Award was established by the Alumni Council in 1964 to recognize "outstanding achievement" in education by a Bowdoin alumnus in any field and at any level of education—except alumni who are members of the Faculty and Staff. The Award is presented at the annual campus meeting of the Bowdoin Teachers' Club in April and consists of a framed citation and five hundred dollars.

1965	Wilbert Snow '07

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus,* the bimonthly alumni magazine published at the College.

Communications should be addressed to the Alumni Secretary, Bowdoin College, Brunswick, Maine 04011. Alumni are particularly urged to keep the Alumni Secretary informed of any changes of address.

THE SOCIETY OF BOWDOIN WOMEN

The Society of Bowdoin Women was formed in 1922 and is believed to be the oldest organization of its kind in existence. Its purpose, stated in its constitution, is to provide "an organization in which women with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College in every possible way."

In carrying out its fourfold program, the Society has made specific gifts to the College such as silver and china for the President's house and the Dean's house, and a television set for the Infirmary. It supports an unrestricted endowment fund, the income of which amounts to over $2,000 each year. In 1961 the Society established the Edith Lansing Koon Sills Lecture Fund, honoring Mrs. Kenneth C. M. Sills, the wife of a former president of the College. The income from this fund provides a biennial lecture on the campus by a distinguished woman. Lastly, the Society sponsors two luncheons at Commencement for all women on the campus. At the Saturday luncheon the mothers and wives of the members of the graduating class are honored guests.

Membership in the Society is open to any interested woman by the payment of annual dues of one dollar. There are about nine hundred members in the Society, and it is their enthusiasm, together with their dues and contributions, which makes possible the Society's program.

OFFICERS FOR 1965-1966

Honorary President, Mrs. James S. Coles
President, Mrs. F. Webster Browne
Vice-President, Mrs. Adriel U. Bird
Vice-President-at-Large, Mrs. Philip S. Wilder
Secretary, Mrs. Robert S. Stuart
Treasurer, Mrs. David B. Soule
Assistant Treasurer, Mrs. Donald L. Philbrick

BOWDOIN FATHERS ASSOCIATION

Organized in 1946, the Bowdoin Fathers Association has as its purpose "to contribute to the development and perpetuation of the spirit which has made Bowdoin the college that it is."

Since 1950 the Association has given a prematriculation scholarship, usually equal to tuition, to be awarded to a deserving candidate from outside New England. In 1962 the Association established an annual gift of $300 to be awarded under the direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

An annual meeting is held in October in conjunction with Parents' Weekend, which owes its success largely to the efforts of the Bowdoin Fathers Association. All fathers of Bowdoin sons are eligible for membership in the Association. Annual dues are $5.00 a year, and each father residing outside the continental United States or Canada is automatically an honorary member of the Association without payment of dues during the period his son is attending the College.

OFFICERS FOR 1964-1965

President, T. Tarpy Schulten
Vice-President, William H. Perks
2nd Vice-President, Charles E. Gamper
Secretary, Edward E. Langbein
Treasurer, Herbert E. Mehlhorn

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Appendix

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Class of 1966

Class of 1967

Class of 1968

Class of 1969

Special Students

Students Enrolled in the Bowdoin-Columbia School of Engineering Combined Plan

Enrollment by Classes and States

Directory of Students

Fall 1965 Semester

Seniors: Class of 1966

Abbott, John Hayden '63	*Houlton*	4D Sr. Center
Abernethy, Thomas James, Jr. '41	*Williamstown, Mass.*	8 Potter St.
Adams, Roger Craig	*Medfield, Mass.*	15C Sr. Center
Akinduro, Ibukun	*Ondo, Nigeria*	15D Sr. Center
Alemian, Bruce	*Weymouth, Mass.*	4C Sr. Center
Alexander, Robert Joseph	*Belmont, Mass.*	12A Sr. Center
Allen, Charles Liscomb	*Wayne, Pa.*	10C Sr. Center
Allen, George William	*Belfast*	6 Bowker St.
Applin, Hilton Holmes, Jr.	*Brunswick*	9A Sr. Center
Arbour, Hector Romeo	*Augusta*	K-2 Brunswick Apts.
Aschenbach, Karl Lance	*Bloomfield, Conn.*	7D Sr. Center
Aubee, Eugene Charles	*Hope, R. I.*	8A Sr. Center
Ayer, Alan Dwight	*South Portland*	7C Sr. Center
Babson, David Elmer	*Gloucester, Mass.*	11A Sr. Center
Bagley, Robert Dexter	*Wethersfield, Conn.*	11D Sr. Center
Barbour, Charles Manson, III	*West Hartford, Conn.*	226 Maine St.
Bates, Douglas Chapin	*Cape Elizabeth*	5A Sr. Center
Baxter, William Stanton, Jr.	*Harwichport, Mass.*	10B Sr. Center
Beach, William Bion	*Pleasant Ridge, Mich.*	15A Sr. Center
Beaupre, Richard Edward	*Newport, R. I.*	13C Sr. Center
Beaven, Peter Ray	*Andover, Mass.*	6B Sr. Center
Beedle, William Bradford	*Belmont, Mass.*	11C Sr. Center
Bell, Edwin Dewey	*Roxbury, Mass.*	6C Sr. Center
Berle, Roger Kort '64	*Dedham, Mass.*	7C Sr. Center
Bird, Raymond Adriel	*Reading, Mass.*	15A Sr. Center
Bishop, James Alden, Jr.	*Presque Isle*	8D Sr. Center
Blanford, James Edward	*Casper, Wyo.*	6C Sr. Center
Blankman, Peter Edgar	*Canton, N. Y.*	9B Sr. Center
Bleyle, John Allen	*Ho-Ho-Kus, N. J.*	11D Sr. Center
Boal, Ellis Ballard	*Winnetka, Ill.*	6A Sr. Center
Boon, Roy Clinton	*Dedham, Mass.*	11C Sr. Center
Bothner, Michael Henry	*Fitchburg, Mass.*	4A Sr. Center

Boyd, Robert White	*Yarmouth*	4B Sr. Center
Bradley, Philip Claverie	*Westwood, Mass.*	12C Sr. Center
Brady, Thomas Bernard	*Saco*	14D Sr. Center
Branting, Richard Wilder	*Milton, Mass.*	8A Sr. Center
Bray, James Richard	*Santurce, Puerto Rico*	10B Sr. Center
Brewster, David Emmert	*Falls Church, Va.*	6B Sr. Center
Brooks, Jon Michael	*Alexandria, Egypt*	6B Sr. Center
Burton, Wayne Myles	*Belmont, Mass.*	7B Sr. Center
Butkus, Robert Alan	*Dorchester, Mass.*	11C Sr. Center
Cantor, Jerald Charles	*Larchmont, N. Y.*	8C Sr. Center
Cartland, John Everett, III	*West Hartford, Conn.*	4A Sr. Center
Cass, Malcolm Walter, Jr.	*South Portland*	15C Sr. Center
Christie, Mark Edwin	*Brunswick*	8B Sr. Center
Clark, Alan Curtis	*Granby, Conn.*	15C Sr. Center
Clauson, Karl William '65	*Old Greenwich, Conn.*	13B Sr. Center
Cocks, Robert Godfrey, Jr.	*Weston, Mass.*	10A Sr. Center
Coffin, James Benjamin '63	*Northeast Harbor*	4D Sr. Center
Coggins, John Hill	*Bristol*	8D Sr. Center
Cogswell, Vaughan Herbert, Jr.	*Dover, N. H.*	13C Sr. Center
Condos, Richard Carl	*Lynn, Mass.*	10D Sr. Center
Costello, John Clifford	*Lee, Mass.*	12C Sr. Center
Coughlan, Charles Robert	*Belmont, Mass.*	4C Sr. Center
Couillard, Charles Alan	*Hampden Highlands*	14A Sr. Center
Craig, William Starling	*Camp McCoy, Wis.*	12A Sr. Center
Davis, Harold Robert	*Quincy, Mass.*	12C Sr. Center
Day, James Frederick	*Bath*	10C Sr. Center
DeMuro, Leonard John, Jr.	*Bar Harbor*	12B Sr. Center
Downing, Davis Allan	*Monmouth*	15D Sr. Center
Dreyer, William James	*New York, N. Y.*	5C Sr. Center
Dugan, William Roland	*Brunswick*	14D Sr. Center
Dwyer, Terrence John Patrick '65	*Lexington, Mass.*	9C Sr. Center
Ellis, David Williams	*Pelham, N. Y.*	10B Sr. Center
Esposito, John Louis	*Portland*	7A Sr. Center
Espovich, Jay Harlan	*Newburyport, Mass.*	14B Sr. Center
Fagone, Francis Anthony	*Portland*	15C Sr. Center
Fay, Richard Rozzell	*Sterling, Mass.*	9B Sr. Center
Feyling, Paul Alfred '65	*Trevett*	9A Sr. Center

Fine, Jonathan Stuart	*Brookline, Mass.*	6A Sr. Center
Fish, William Watson	*Huntington, L. I., N. Y.*	13A Sr. Center
Fitzgerald, Edward Michael	*West Roxbury, Mass.*	10D Sr. Center
Fleisher, Cary Louis	*Fairfield, Conn.*	13B Sr. Center
Fletcher, William Cameron	*New Haven, Conn.*	226 Maine St.
Forté, Richard Smith	*Weston, Mass.*	249A Mere Point Rd.
Fowler, Northrup, III	*Rockport*	8D Sr. Center
Foye, David Byron	*Brockton, Mass.*	5D Sr. Center
Frary, Thomas Creswell, Jr. '63	*Highland Park, Ill.*	12 Oak St.
French, John Richard	*Springfield, Vt.*	4D Sr. Center
Friedman, Fredric Carl	*Fall River, Mass.*	7B Sr. Center
Gee, Richard Chu '64	*Pawtucket, R. I.*	11A Sr. Center
Gendron, David Brooks	*Sanford*	14B Sr. Center
Good, Peter Munson	*South Portland*	10C Sr. Center
Gray, Charles Henry, Jr.	*Springfield, Mass.*	5D Sr. Center
Grover, Morgan Kennedy	*Augusta*	3D Sr. Center
Gurney, Charles Richard	*Auburn*	6C Sr. Center
Gutkowski, Stanley Michael, Jr.	*Greenfield, Mass.*	14D Sr. Center
Hagger, Jeremy James Dunbar	*Waltham, Mass.*	6A Sr. Center
Hale, Allen Whitehead	*Brookline, Mass.*	7D Sr. Center
Hamel, William Frank	*Portland*	788 Stevens Ave., Portland
Harrison, William Warner	*Saco*	10A Sr. Center
Hartman, Samuel Henry	*Lima, Pa.*	5B Sr. Center
Hathaway, Dana Tillson	*Holyoke, Mass.*	9A Sr. Center
Haunton, Charles Jeffrey	*East Longmeadow, Mass.*	8D Sr. Center
Hays, Palma Wiley, Jr.	*East Point, Ga.*	6B Sr. Center
Heath, William George, Jr.	*South Westport, Mass.*	5C Sr. Center
Hickey, Conn Brendan	*Rockford, Ill.*	9C Sr. Center
Hinchliffe, Roger Redman	*Lexington, Mass.*	15A Sr. Center
Hires, Richard Byard	*Short Hills, N. J.*	14D Sr. Center
Hirschman, James Peter	*Fall River, Mass.*	13D Sr. Center
Hirth, Samuel Edward	*Deerfield, Mass.*	10A Sr. Center
Hoover, Cyrus William	*Wellesley Hills, Mass.*	15A Sr. Center
Hopkins, Carl Douglas	*Rochester, N. Y.*	15D Sr. Center
Hotchkiss, Douglas Morton	*Alexandria, Va.*	5A Sr. Center
Hua, Kuo-chu	*Taipei, Taiwan, Free China*	9C Sr. Center

Johnson, Peter Blackwell	*Madison, Conn.*	4A Sr. Center
Johnson, Ralph Gordon, III	*Brockton, Mass.*	10D Sr. Center
Karofsky, Paul Irwin	*Brookline, Mass.*	8C Sr. Center
Kay, Steven Allen '65	*Lawrence, Mass.*	4B Sr. Center
Kent, Christopher Dore	*Freeport, N. Y.*	6C Sr. Center
King, Charles Henry '64	*Bethesda, Md.*	5D Sr. Center
Kohl, David Henry	*Rio Piedras, Puerto Rico*	9D Sr. Center
Kopka, Richard Gary	*Salem, Mass.*	ΦΔΨ House
Kress, Arthur Stephen	*Middletown, Conn.*	14A Sr. Center
Kufe, Donald William	*Hempstead, N. Y.*	10B Sr. Center
Lander, David Allan	*University City, Mo.*	2A Potter St.
Lanes, Douglas Michael	*Levittown, Pa.*	13B Sr. Center
Lapine, Raymond Edward	*Monson, Mass.*	14A Sr. Center
Leaver, David Eugene	*Providence, R. I.*	11A Sr. Center
Lee, Richard Bateman	*Gagetown, N. B., Canada*	5C Sr. Center
Leger, Richard Edward	*Lynn, Mass.*	9D Sr. Center
Leishman, Noël John, Jr.	*Houlton*	8B Sr. Center
Lemkin, Jeffrey William	*Lowell, Mass.*	11B Sr. Center
Leydon, Edward Rivinus	*Lahaska, Pa.*	5C Sr. Center
Libby, Randolph Franklin	*Westbrook*	12C Sr. Center
Loeb, Andrew Gothard	*Forest Hills, N. Y.*	14A Sr. Center
Lord, John Richard	*Los Angeles, Calif.*	13 Columbia Ave.
Loring, John Mitchell	*Melrose, Mass.*	11D Sr. Center
Love, Timothy Ricker	*Lewiston*	12 Page St.
Luthman, Sten Gustaf	*Stockholm, Sweden*	3D Sr. Center
McAbee, Edward Armstrong, Jr.	*Wilmington, Del.*	4B Sr. Center
MacAllen, James Walter	*Hingham, Mass.*	4B Sr. Center
McCarthy, Gladstone, Jr.	*Flushing, N. Y.*	14B Sr. Center
McCollister, Kerry Michael '65	*Lawrence, Mass.*	15B Sr. Center
McIntire, Philip Heino	*Presque Isle*	4D Sr. Center
McOsker, Robert Bruce	*Auburn*	13A Sr. Center
Mason, Keith Richard	*Saco*	14B Sr. Center
Maurer, Peter George	*Somerset, N. J.*	12A Sr. Center
May, Jonathan MacKenzie	*South Glastonbury, Conn.*	13A Sr. Center
Mick, Wendell Thompson	*Newton Highlands, Mass.*	14C Sr. Center
Mitchell, Robert Scott	*Wilmington, Del.*	4A Sr. Center
Morrison, John Borland	*Waltham, Mass.*	12B Sr. Center
Murphy, Donal Brian	*Bar Harbor*	12B Sr. Center

Nelson, Kenneth Miles '65	*Portland*	5D Sr. Center
Newcomb, Dwight Lindsay	*Arlington, Va.*	7C Sr. Center
Page, Nathaniel Blodgett	*Braintree, Mass.*	8B Sr. Center
Parent, William Allan	*Stoughton, Mass.*	13C Sr. Center
Parker, John Otis, Jr.	*Arlington, Mass.*	5A Sr. Center
Paterson, John Michael	*Dallas, Tex.*	9D Sr. Center
Pease, Howard Francis	*New Milford, Conn.*	7D Sr. Center
Peters, Donald Wayne	*Dover, N. H.*	13C Sr. Center
Peterson, Carleton Sherman	*Holyoke, Mass.*	226 Maine St.
Pierpan, Thomas Edward	*North Adams, Mass.*	6A Sr. Center
Pincus, Matthew Ralbe	*Brooklyn, N. Y.*	13D Sr. Center
Pirie, Robert Bruce	*South Weymouth, Mass.*	7A Sr. Center
Platt, Alexander Dana	*New York, N. Y.*	5A Sr. Center
Porrino, Joseph Francis	*New York, N. Y.*	11B Sr. Center
Porter, Robert Chamberlain, Jr.	*Summit, N. J.*	13A Sr. Center
Raleigh, John Patrick, Jr.	*Newburyport, Mass.*	7A Sr. Center
Ralston, Daniel Edward	*North Adams, Mass.*	3 McLellan St.
Reed, Raymond Lee	*Rockland*	12A Sr. Center
Reynolds, Philip Nylund	*Scotia, N. Y.*	13D Sr. Center
Roby, Norman Stanley	*Moosup, Conn.*	7D Sr. Center
Rocque, Frank Albert	*Staten Island, N. Y.*	7C Sr. Center
Rollins, Ronald Lee	*Mechanic Falls*	9A Sr. Center
Roscoe, Charles Harry	*East Hartford, Conn.*	9D Sr. Center
Rutherford, Jeffrey Kellogg	*Lexington, Mass.*	12B Sr. Center
Schmidt, Edward Chapin	*Pound Ridge, N. Y.*	13D Sr. Center
Schulten, Frederick Alexis	*Woolwich*	15B Sr. Center
Seager, Andrew John	*Maun, Bechuanaland*	15D Sr. Center
Segal, Richard Barry	*Haverhill, Mass.*	8C Sr. Center
Sharp, Richard Winslow, Jr.	*Bound Brook, N. J.*	12D Sr. Center
Shubert, Jordan Julius	*Bangor*	4C Sr. Center
Smail, David Frederick	*Canton, Mass.*	9C Sr. Center
Small, Peter Van	*Portland*	14C Sr. Center
Smith, Barry Wayne	*Dixfield*	5 McLellan St.
Smith, Christopher Lane	*Fairfield, Conn.*	8A Sr. Center
Soule, Benjamin Angier	*Portland*	7B Sr. Center
Soule, Paul William	*Portland*	10C Sr. Center
Stetson, William Wharton, Jr.	*Peekskill, N. Y.*	15B Sr. Center
Stocking, David Warner	*Williamstown, Mass.*	46 Elm St., Topsham

Swenson, Francis Bradford, Jr.	*Walpole, Mass.*	14C Sr. Center
Tarbell, John Weatherbee, Jr.	*Bridgewater, Mass.*	9B Sr. Center
Taylor, Jonathan Wardwell	*Storrs, Conn.*	14C Sr. Center
Timson, Barry Sturtevant	*Needham, Mass.*	9B Sr. Center
Toll, Frederick Thomas	*Laconia, N. H.*	13B Sr. Center
Tolpin, Daniel Warren	*Swampscott, Mass.*	10D Sr. Center
Torpey, William Joseph, Jr.	*Malden, Mass.*	7A Sr. Center
Tracy, Leo Winslow	*Marblehead, Mass.*	11B Sr. Center
Twombly, David Frank	*Cranston, R. I.*	2B Potter St.
Van Antwerp, Richard Fenn	*Upper Montclair, N. J.*	10A Sr. Center
Walker, Michael George	*Fryeburg*	11C Sr. Center
Warren, Brian Collins	*Topsham*	15B Sr. Center
Weinstein, Laurence Martin	*Merrick, L. I., N. Y.*	8C Sr. Center
White, Andrew Peter	*Auburn*	8A Sr. Center
White, Jeffrey George	*South Portland*	7B Sr. Center
Willey, James Albert, Jr.	*Bangor*	4C Sr. Center
Wilson, John William	*Townsend, Mass.*	11D Sr. Center
Wilson, Thomas Hunter	*Lexington, Mass.*	5B Sr. Center
Wolhaupter, John Augustus	*Houlton*	8B Sr. Center
Yule, Frank Douglas	*Hingham, Mass.*	11B Sr. Center

Fall 1965 Semester

Juniors: Class of 1967

Abbott, Alden Wayne	*Waltham, Mass.*	ΘΔΧ House
Abrams, Lawrence Brundige, III	*Pittsburgh, Pa.*	ΒΘΠ House
Allen, Richard Phelps	*Freeport*	ΖΨ House
Allen, Thomas Hodge	*Portland*	ΚΣ House
Assini, Charles Joseph, Jr.	*East Greenbush, N. Y.*	25 Winthrop
Bamberger, Richard Halle	*Shaker Heights, Ohio*	7 Moore
Barron, Stephen Edward	*Binghamton, N. Y.*	11 Winthrop
Bell, Robert Stephen	*Milwaukee, Wis.*	7 Potter St.
Bennett, Michael Walter	*Wilmington, Calif.*	ΘΔΧ House
Biklen, Douglas Paul	*Westport, Conn.*	ΘΔΧ House
Blanchard, Dana Lincoln, Jr.	*Branford, Conn.*	ΑΔΦ House
Blethen, Harold Tyler, III	*Marion, Mass.*	ΔΚΕ House
Blumenthal, Charles John	*Portland*	ΚΣ House
Bond, Randall Ives	*Newington, Conn.*	28 College St.
Bonneau, John Victor	*Lewiston*	22 Hyde

Bottomy, David Paul	*Chagrin Falls, Ohio*	7 Winthrop
Boxer, Daniel Ellis	*Newburyport, Mass.*	ΚΣ House
Brawn, Edwin Leonard	*Topsham*	ΣΝ House
Brooks, Timothy French	*Milton, Mass.*	ΑΔΦ House
Brouner, Peter Richard	*Meriden, Conn.*	ΧΨ Lodge
Brown, Thomas Morgan	*Greenwich, Conn.*	82 Federal St.
Burton, Bruce Arthur	*Kittery Point*	ΨΥ House
Bush, Edward Vannevar	*Belmont, Mass.*	7 Potter St.
Bushey, Bruce Lawrence	*Bingham*	8 Winthrop
Caliri, Richard Paul	*Wollaston, Mass.*	ΖΨ House
Carlin, Donald Phillip	*Cos Cob, Conn.*	ΔΣ House
Chapman, Peter Bailey	*Waldoboro*	270 Maine St.
Chen, Harry Lewis	*New Canaan, Conn.*	ΑΔΦ House
Chotkowski, David Daniel	*Fairfield, Conn.*	ΦΔΨ House
Comeau, David	*Orono*	ΖΨ House
Comstock, Gary David	*Ivoryton, Conn.*	ΔΚΕ House
Conroy, Patrick Stephen	*Saco*	ΣΝ House
Cornella, Andrew Joseph	*Medford, Mass.*	7 Coleman
Coupe, Philip John	*Oakland, R. I.*	ΣΝ House
Crabtree, Robert Kimball	*Needham, Mass.*	ΒΘΠ House
Cranshaw, Thomas Henry	*Augusta*	ΒΘΠ House
Crosby, Stephen Richard	*Sterling, Mass.*	ΦΔΨ House
Cumming, Virgil Howard	*Dover, N. H.*	ΔΣ House
Cutter, George Stanley	*Birmingham, Mich.*	3 Winthrop
Dakin, Robert Waters	*Keene, N. H.*	ΔΚΕ House
Davis, Ronald Leroy	*Winslow*	28 College St.
Davis, Theodore Edgar	*Berkeley Heights, N. J.*	ΖΨ House
Dickson, Leon Ashby, Jr.	*Detroit, Mich.*	ΑΡΥ House
Dionne, Douglas Paul	*Skowhegan*	27 Appleton
Doran, Robert Harold, Jr.	*Holyoke, Mass.*	1 Winthrop
Duncklee, Joel Gardner	*Newton Centre, Mass.*	ΣΝ House
Eighme, Frank Wheeler	*Barrington, R. I.*	262 Maine St.
Emery, John Maurice	*Ellsworth*	ΦΔΨ House
Ethridge, Michael Swan	*Cazenovia, N. Y.*	27 Appleton
Farrell, David Thorpe	*Long Beach, Calif.*	ΣΝ House
Feldman, Stewart Lewis	*Milton, Mass.*	ΘΔΧ House
Fergus, Paul Michael	*Bangor*	ΚΣ House
Ferlazzo, Leslie Allen	*Needham, Mass.*	ΒΘΠ House
Foster, Robert Nicolas	*Cedar Grove*	R.F.D. 1, Cedar Grove
Found, Bruce William	*Kearsarge, N. H.*	ΖΨ House
Frank, Sidney Alan	*Dorchester, Mass.*	23 Winthrop
Freedman, Marc Burton '66	*Springfield, Mass.*	ΔΣ House

Fuller, Arlan Frank, Jr.	*Melrose, Mass.*	ΒΘΠ House
Gamper, David Edwards	*Irvington, N. Y.*	ΑΔΦ House
Geddes, Robert Ray	*Waban, Mass.*	ΑΡΥ House
Gillen, James Edward	*Los Angeles, Calif.*	26 Boody St.
Gould, Charles Edwin, Jr.	*Kennebunkport*	27 Winthrop
Greig, Henry Fox	*Brunswick*	38 Elm St.
Gross, Peter David	*Chelsea, Mass.*	ΣΝ House
Hall, Wayne Leslie	*Belfast*	ΣΝ House
Halsey, Ruwe	*Greenwich, Conn.*	ΒΘΠ House
Hanson, Peter Lee	*Rumford*	17 Winthrop
Harmon, Mark Peter	*Newton, Mass.*	20 Winthrop
Harmon, Michael Duane	*Bradford, Pa.*	31 Winthrop
Harris, James Brian	*Syracuse, N. Y.*	ΑΔΦ House
Hawkins, Brian Carey	*Portland*	ΧΨ Lodge
Hayes, Lincoln Loring	*Auburn*	ΔΣ House
Haynes, Fred Elmore, III	*Arlington, Va.*	181 Maine St.
Heinrich, Steven Philip	*Lexington, Mass.*	ΒΘΠ House
Helfrecht, William John, Jr. '65	*Livingston, N. J.*	ΑΔΦ House
Hess, Walter Richards	*Bangor*	7 Winthrop
Hibyan, Roy Peter	*Fairfield, Conn.*	ΘΔΧ House
Hoar, William Patrick	*Arlington, Mass.*	ΧΨ Lodge
Hoen, Richard William	*West Chester, Pa.*	ΑΡΥ House
Hopkins, Stephen Craig	*Plainfield, N. J.*	7 Potter St.
Howe, Richard Paul '66	*Salem Depot, N. H.*	29 Boody St.
Huels, David	*Richmond*	74 Main St., Richmond
Hughes, James Michael	*Norwood, N. J.*	ΖΨ House
Huntington, David Frederic	*Rumford Point*	ΦΔΨ House
Ives, Harwood Southwick '65	*Lexington, Mass.*	222 Maine St.
Keefe, Thaddeus John, III	*Egypt, Mass.*	ΧΨ Lodge
Kelaher, Kevin Michael	*Lynn, Mass.*	16 Page St.
Kendall, Bertrand Nelson	*Plainfield, N. J.*	ΧΨ Lodge
Kollmann, Geoffrey Charles	*Hampton, Va.*	ΑΡΥ House
Krems, Sheldon Mayer	*Portland*	ΔΣ House
Kubiak, Walter David, Jr. '66	*Kennebunkport*	ΨΥ House
Kukiel, Frederick James	*Seymour, Conn.*	ΔΣ House
Lawson, John Robert '63	*Granby, Conn.*	82 Federal St.
Levasseur, Robert Ernest	*Sanford*	ΒΘΠ House
Lilly, Richard Bowdoin, Jr.	*Weston, Mass.*	ΣΝ House
Lorch, Thomas Humphries	*West Hartford, Conn.*	ΔΚΕ House
Lunny, Robert James, Jr.	*Wethersfield, Conn.*	ΔΚΕ House
McAllister, William Arthur	*Huntington, N. Y.*	ΘΔΧ House
Mack, Cary Nelson	*Portland*	29 Winthrop
McKeagney, Robert Bernard, Jr.	*Cheshire, Conn.*	7 Appleton

Mackenzie, George Calvin	*Rowley, Mass.*	BΘΠ House
MacLean, Bruce John	*Newton Highlands, Mass.*	256 Maine St.
McNabb, David Paul	*Saco*	Infirmary
McNabb, Dennis Paul	*Saco*	KΣ House
Macomber, David Haynes, Jr.	*Springfield, Mass.*	26 Winthrop
Manolakos, Peter George	*Providence, R. I.*	XΨ Lodge
Manring, Roger William	*Beirut, Lebanon*	ZΨ House
Margolin, William	*West Roxbury, Mass.*	27 Winthrop
Mathers, James Alexander Lamond, Jr.	*Englewood, N. J.*	ZΨ House
Matthews, Raymond Colby, Jr.	*Woburn, Mass.*	XΨ Lodge
Merrill, Robert Arthur	*Gardiner*	4 Pierce St., Gardiner
Merry, Peter Rowe	*Beverly, Mass.*	XΨ Lodge
Michelmore, John Howard	*Foxboro, Mass.*	ZΨ House
Mickley, Steven Phillips	*Belmont, Mass.*	BΘΠ House
Millay, David George	*Bowdoinham*	ΣN House
Miller, Edwin Layng	*Meadville, Pa.*	AΔΦ House
Milliken, Dean MacMannus	*West Hartford, Conn.*	ΔKE House
Mone, William David	*Brockton, Mass.*	26 Winthrop
Moore, Edward Parsons, Jr.	*Darien, Conn.*	ΔKE House
Morgan, William Francis, Jr.	*Summit, N. J.*	AΔΦ House
Moskell, Stephen Michael	*Meriden, Conn.*	XΨ Lodge
Moulton, Anthony LeRoy	*Limerick*	BΘΠ House
Mowbray, William Fell	*Philadelphia, Pa.*	ΣN House
Muzzy, Gregory Elliott	*Holden, Mass.*	ΣN House
Neary, Christopher Bowen '66	*Hamilton, Mass.*	270 Maine St.
Newman, Paul Wildes	*Bangor*	KΣ House
Ngoh, John Akwo	*Kumba, West Cameroon*	9 Winthrop
Norton, William Keeler	*Manhasset, N. Y.*	ΘΔX House
Ogunsola, Abimbola Olusoji	*Ibadan, Nigeria*	15 Winthrop
Oxnard, Thomas Fletcher	*Cheshire, Conn.*	XΨ Lodge
Pappas, Peter George	*West Peabody, Mass.*	21 Coleman
Partridge, Edward Scott	*West Haven, Conn.*	ΦΔΨ House
Pearlman, Joel	*Sharon, Mass.*	ΘΔX House
Perks, Richard Edward	*Worcester, Mass.*	ZΨ House
Pfeiffer, Robert Howard	*Waterville*	21 Moore
Pike, Richard Steven	*Bolsters Mills*	ΦΔΨ House
Poirot, William Kenneth	*Wethersfield, Conn.*	ΔKE House
Powell, Charles Herbert	*Wilton, Conn.*	ZΨ House
Puglia, Carl John	*North Reading, Mass.*	ZΨ House
Quigley, Peter	*Marblehead, Mass.*	KΣ House

Ranahan, John Paul	*Lakewood, Ohio*	15 Winthrop
Rand, Stephen Peter	*New York, N. Y.*	ΘΔΧ House
Rea, Campbell Cary	*Cartersville, Va.*	ΔΚΕ House
Reid, Lawrence Keller	*Watchung, N. J.*	16 Page St.
Reilly, Wayne Everett	*Troy, N. Y.*	ΧΨ Lodge
Richter, Alexander Gordon	*Concord, N. H.*	ΔΣ House
Ridgeway, Michel Henry	*South Windham, Conn.*	Curtis Pool
Robbins, Judd	*Bay Shore, N. Y.*	11 Winthrop
Rosenberg, Charles '66	*River Edge, N. J.*	22 Hyde
Rowson, Walter, III	*North Grosvenordale, Conn.*	8 Hyde
Roy, James Charles, Jr.	*Boston, Mass.*	ΔΣ House
Russell, Edwin Larson	*Bronxville, N. Y.*	ΒΘΠ House
Sack, Peter Barry	*Swampscott, Mass.*	ΚΣ House
Salem, James Arthur '66	*North Brookfield, Mass.*	ΔΣ House
Salmela, Alexander Kenneth	*Braintree, Mass.*	16 Page St.
Samet, Michael Jeffrey	*Newton, Mass.*	23 Winthrop
Saunders, Robert Mansfield	*Elizabeth, Pa.*	ΦΔΨ House
Scholefield, John Hood	*Edina, Minn.*	ΔΚΕ House
Scott, David Folsom	*Presque Isle*	ΑΔΦ House
Seagrave, Richard Gordon	*Bristol, R. I.*	ΘΔΧ House
Shoukimas, Jonathan Jordan	*West Hartford, Conn.*	5 Winthrop
Slosberg, Kenneth Barry	*Gardiner*	ΔΣ House
Smith, Lendall Libby	*Kennebunk*	ΨΥ House
Smith, Mark Eliot	*Holden, Mass.*	19 Winthrop
Smith, Richard Arnold, Jr. '64	*Northeast Harbor*	ΨΥ House
Smith, Spencer Ringgold, Jr.	*Manchester, Mass.*	ΒΘΠ House
Smith, Wilson Emerson	*Waterford, Conn.*	ΔΣ House
Spalding, Drew	*Lancaster, Pa.*	ΖΨ House
Speh, Christopher Tinsman	*Setauket, N. Y.*	ΑΡΥ House
Stackpole, Peter Ward	*Melrose, Mass.*	ΔΚΕ House
Starrett, Robert Ernest	*Atlanta, Ga.*	31 Winthrop
Stone, Charles Westlund	*Belmont, Mass.*	ΒΘΠ House
Suvalle, Michael Ralph	*Newton Centre, Mass.*	20 Winthrop
Swain, Robert Earl	*Hingham, Mass.*	ΒΘΠ House
Taylor, Frank Jones	*Reno, Nev.*	ΘΔΧ House
Teeter, Robert Morris	*Berkeley Heights, N. J.*	ΖΨ House
Titlow, Joseph David	*Tacoma, Wash.*	21 Appleton
Tong, Sang Il	*Seoul, Korea*	9 Winthrop
Tonge, Frank James	*Onset, Mass.*	5 Winthrop
Vachon, Wilferd Boyce, Jr.	*Brunswick*	ΣΝ House
Van Arsdale, John Cornelius, Jr.	*Provincetown, Mass.*	ΔΣ House

Van Varick, Richard Arthur '66	*Oradell, N. J.*	7 Moore
Viens, Maurice Roger, Jr.	*South Portland*	ΚΣ House
Vumbacco, Joseph Vincent	*Meriden, Conn.*	ΧΨ Lodge
Wales, Stephen Wallace	*Marblehead, Mass.*	270 Maine St.
Walker, Daniel Stewart	*East Weymouth, Mass.*	ΣΝ House
Walz, Tommy Joseph	*Bangor*	ΔΚΕ House
Wartman, Michael Arthur	*Winnetka, Ill.*	3 Winthrop
Welch, George Dudley	*Lynnfield, Mass.*	ΒΘΠ House
Wheeler, Harvey Bernard	*Falmouth*	Curtis Pool
Whitney, Byron Van	*Bangor*	ΦΔΨ House
Wieners, William August	*Rockport*	ΨΥ House
Willscher, Max Kurt	*Waltham, Mass.*	ΘΔΧ House
Withe, Jeffrey Carl	*Berkeley, Calif.*	ΦΔΨ House

Fall 1965 Semester

SOPHOMORES: Class of 1968

Adams, Charles Franklin, III	*Damariscotta*	19 Winthrop
Anderson, Kenneth Duane	*Concord, Mass.*	ΒΘΠ House
Bailey, Noel Earland	*Augusta*	ΒΘΠ House
Baker, Weston Allan	*Augusta*	ΖΨ House
Baldwin, Harry Heath, IV	*Arlington, Mass.*	ΦΔΨ House
Barnhart, Howard Richman	*Weymouth, Mass.*	ΣΝ House
Batorsky, Barry Joseph	*Hempstead, N. Y.*	15 Coleman
Beaman, Thomas Brent	*Poughkeepsie, N. Y.*	ΣΝ House
Bechtold, William Carl	*Northbrook, Ill.*	25 Appleton
Beckwith, Warren Irving, Jr.	*Glen Ridge, N. J.*	ΣΝ House
Belanger, Charles Edward, Jr.	*Saco*	Infirmary
Bell, Robert Lawrence, Jr.	*Melrose, Mass.*	ΨΥ House
Benedetto, Richard Francis	*Lynn, Mass.*	ΚΣ House
Berry, Richard Palmer, Jr.	*Weston, Mass.*	ΒΘΠ House
Bickford, Stephen Andrew	*Rockford, Ill.*	18 Moore
Birch, Silas Merlin	*Louisville, Ky.*	ΔΣ House
Bishop, James Henry	*Needham, Mass.*	ΒΘΠ House
Bittenbender, David Chase	*Cleveland, Ohio*	ΣΝ House
Bornstein, Neal Gerald	*Swampscott, Mass.*	ΑΡΥ House
Botwick, William Stuart	*Paterson, N. J.*	ΣΝ House
Bowden, George Newton	*Mountain Lakes, N. J.*	ΑΔΦ House
Brown, Douglas Williams	*Waterville*	10 Coleman
Brown, Russell Pickard	*South Hamilton, Mass.*	ΔΣ House
Buchanan, Robert Arthur	*Meriden, Conn.*	ΧΨ Lodge
Burke, James Hudner, Jr.	*Portland*	ΨΥ House

Butt, Ian Donald Maxwell	*Westbury, N. Y.*	10 Boody St.
Butterfield, Spencer Lamont	*Wethersfield, Conn.*	ΧΨ Lodge
Buxton, Anthony Wayne	*Readfield*	ΖΨ House
Cameron, David Robert	*Waterville*	23 Moore
Cantor, Jeffrey Steven	*Mount Vernon, N. Y.*	ΑΡΥ House
Caruso, Cornelius William, Jr.	*West Orange, N. J.*	23 Moore
Cary, John Doble	*Kingfield*	ΔΚΕ House
Chandler, Robert	*Newton, Mass.*	9 Coleman
Charles, Michael Rand	*Norway*	32 Appleton
Charron, Theodore Joseph, Jr.	*East Dixfield*	ΒΘΠ House
Cogswell, James Alan	*Concord, N. H.*	ΔΣ House
Collier, George Churchill, III	*Gladwyne, Pa.*	ΑΔΦ House
Corey, Robert Crimmins	*Melrose, Mass.*	ΖΨ House
Corson, Brent Alan	*Skowhegan*	ΣΝ House
Costello, David James	*Wellesley Hills, Mass.*	ΑΔΦ House
Cramer, Carl Barnard	*Santa Barbara, Calif.*	ΨΥ House
Cronin, Theodore Michael	*Phoenix, Ariz.*	ΚΣ House
Crouch, Rupert Baxter	*Glen Ellyn, Ill.*	ΔΚΕ House
Currier, Thomas Francis	*Clayton, Mo.*	ΖΨ House
Davis, Harvey MacLean	*Concord, N. H.*	ΔΣ House
Day, Donald William, Jr.	*South Portland*	ΧΨ Lodge
Delano, John Robert	*Rockland*	ΖΨ House
de Saint Phalle, Fal Franklin	*New York, N. Y.*	ΒΘΠ House
Despres, John Laing	*West Boxford, Mass.*	ΧΨ Lodge
Deupree, John Rule, Jr.	*Cincinnati, Ohio*	10 Hyde
Donahue, Christopher Cunningham	*Washington, D. C.*	ΔΚΕ House
Donald, Thomas Andrew	*Cos Cob, Conn.*	ΔΣ House
Doughty, David Gower	*Boxford, Mass.*	ΧΨ Lodge
Douglas, Bruce Robert	*South Portland*	ΚΣ House
Drake, Robert Frederick	*Framingham, Mass.*	ΨΥ House
Dunlaevy, James Williar	*Cos Cob, Conn.*	11 Moore
Dyer, John Forrest	*Auburn*	23 Coleman
Eberhardt, Timothy Charles	*Glencoe, Md.*	ΑΔΦ House
Edgecomb, David Peter	*Lincoln*	ΣΝ House
Erikson, Robert Clifford	*Burton, Ohio*	ΨΥ House
Farnum, Scott Allen	*Presque Isle*	ΔΚΕ House
Ferguson, Carroy Ugene	*Columbia, S. C.*	ΣΝ House
Ferraro, Eugene	*Framingham, Mass.*	9 Moore
Ferro, Donald Carmine	*Holden, Mass.*	ΣΝ House
Fink, Alan Marvin	*Milton, Mass.*	ΣΝ House
Finsilver, Edward James	*St. Louis, Mo.*	ΔΣ House
Fishman, Edward Marc	*Brookline, Mass.*	ΑΡΥ House

Flint, Gordon Alfred	*Cohasset, Mass.*	ΚΣ House
Fortune, Roland Robert	*Fair Lawn, N. J.*	10 Boody St.
Fredericks, Garret Baxter	*Hollis, N. Y.*	ΣΝ House
Freeman, Chester Robert	*Bath*	ΑΡΥ House
Fuller, Jon Richards	*Orleans, Mass.*	ΨΥ House
Gallup, Dana Taylor	*Cambridge, Mass.*	ΚΣ House
Garnick, Marc Bennett	*North Andover, Mass.*	ΔΣ House
Geary, John Edward	*Portland*	ΨΥ House
Georgitis, James Wyman	*Orono*	5 Appleton
Gessner, James Stanton	*Lancaster, N. H.*	ΦΔΨ House
Gianaris, Charles George	*Dracut, Mass.*	26 Hyde
Giard, Robert James	*Marlboro, Mass.*	ΒΘΠ House
Glazer, Martin Alan	*Brookline, Mass.*	ΦΔΨ House
Golder, Paul Lewis	*Waban, Mass.*	ΑΡΥ House
Goldfarb, James Richard	*St. Louis, Mo.*	ΧΨ Lodge
Gordon, Ira Joel	*Westbury, N. Y.*	ΑΡΥ House
Green, Douglas Gustave	*Chevy Chase, Md.*	ΨΥ House
Green, Kenneth Richard	*Chestnut Hill, Mass.*	ΑΡΥ House
Gross, Steven Alan	*Sharon, Mass.*	9 Coleman
Hacker, Elliot	*Lawrence, Mass.*	ΑΡΥ House
Hanks, Christopher Howard	*Woodstock, N. Y.*	ΘΔΧ House
Harrison, Nathaniel Beach	*Lexington, Mass.*	ΑΔΦ House
Hatch, Willard Russell	*Winchester, Mass.*	31 Coleman
Hawk, Robert Leeson	*Lockport, N. Y.*	ΣΝ House
Hayes, Peter Francis	*Framingham, Mass.*	ΒΘΠ House
Hayes, Robert Edward, Jr.	*Detroit, Mich.*	ΨΥ House
Head, Charles Nield	*Stamford, Conn.*	ΦΔΨ House
Hews, Charles Edward	*South Portland*	ΚΣ House
Hibbard, Lawrence Randolph '67	*Schenectady, N. Y.*	25 Winthrop
Himmelstein, David Joseph	*Swampscott, Mass.*	ΔΣ House
Hindson, David Alan	*Albany, N. Y.*	ΑΔΦ House
Hoke, John Larry	*Casper, Wyo.*	ΦΔΨ House
Holmes, Peter Hoyt	*Milton, Mass.*	10 Hyde
Isaacs, John Loeb	*Scarsdale, N. Y.*	ΦΔΨ House
Janjigian, Albert Sarkis	*Watertown, Mass.*	82 Federal St.
Jellison, Gerald Earle, Jr.	*Bucksport*	ΔΣ House
Jenkins, Frank Robert	*New York, N. Y.*	ΘΔΧ House
Jensen, Egon Peter, Jr.	*Belmont, Mass.*	ΧΨ Lodge
Johnson, Paul Roy	*East Braintree, Mass.*	ΑΡΥ House
Jonas, Gordon Keith	*Richmond, Va.*	ΨΥ House
Jones, Robert David, Jr.	*Scranton, Pa.*	ΑΔΦ House
Jones, Robert Lincoln '67	*Avon, Conn.*	43 Boody St.

Kaplan, Steven Zane	*Springfield, Mass.*	ΨΥ House
Karlsson, Paul Herbert	*New York, N. Y.*	29 Appleton
Keating, John Geoffrey	*Greenville, Miss.*	ΑΔΦ House
Kelley, Erle Ransom	*West Southport*	31 Coleman
Kennedy, Howard Leroy	*Stetson*	ΦΔΨ House
Kimport, David Lloyd	*Newcastle, Wyo.*	18 Moore
Kosmo, Thomas Michael	*Braintree, Mass.*	ΔΣ House
LaChance, John Howard	*Framingham, Mass.*	ΔΣ House
Lakin, Robert Fillmore	*Wellesley Hills, Mass.*	16 Appleton
Lassila, Alan Rudolf	*Fitchburg, Mass.*	ΧΨ Lodge
Lawrence, Stuart Alan	*Paterson, N. J.*	ΣΝ House
LeBlanc, James Richard	*Fitchburg, Mass.*	ΖΨ House
Leonard, Michael Ross	*Boothbay Harbor*	ΔΚΕ House
Levi, Donald Stanley	*Portland*	29 Winthrop
Lister, Douglas William	*Stoneham, Mass.*	ΘΔΧ House
Locke, Leonard Bruce	*Melrose, Mass.*	ΒΘΠ House
Loughran, Richard Finucane	*Littleton, Colo.*	10 Coleman
Lyon, James William Holtman	*Washington, D. C.*	ΨΥ House
Macallister, Robert David	*Osterville, Mass.*	ΨΥ House
McConnell, Nicholas Stillwell	*Gray*	ΑΔΦ House
McCowan, Dennis Evan	*West Chester, Pa.*	ΔΣ House
Macdonald, Douglas Edward	*Cohasset, Mass.*	ΚΣ House
Macdonald, John Alexander, Jr.	*Wellesley, Mass.*	82 Federal St.
McMullen, William Russell	*Upper Montclair, N. J.*	26 Hyde
McNulty, Raymond Francis	*Lynn, Mass.*	ΑΡΥ House
McQuade, Thomas Jackson, III	*Pine Grove Mills, Pa.*	ΦΔΨ House
Marler, John Robert	*Englewood, Colo.*	6 Coleman
Mason, Jean Francis	*St. Louis, Mo.*	8 Hyde
Mather, David John	*Sarasota, Fla.*	ΔΚΕ House
Melzig, Eric Perry	*Huntington, N. Y.*	13 Coleman
Michener, Roger Edward	*Stirling, N. J.*	76 Federal St.
Miles, William Carpenter	*Dover, Mass.*	16 Appleton
Milici, Kenneth Francis	*Glencoe, Ill.*	25 Appleton
Miller, Geoffrey Arnold	*Newton Centre, Mass.*	17 Appleton
Milligan, Thomas James, IV	*Geneva, Switzerland*	ΘΔΧ House
Mills, William Alan '67	*Pawtucket, R. I.*	21 Moore
Mogabgab, John Stevenson	*New Canaan, Conn.*	ΑΔΦ House
Mohnkern, Kent Wesley	*Braintree, Mass.*	ΒΘΠ House
Monroe, Michael Francis	*Lynn, Mass.*	ΚΣ House
Morris, Michael Carleton	*Wilmington, Del.*	ΦΔΨ House
Munday, Howard Emil	*Topsfield, Mass.*	ΧΨ Lodge
Murinson, Donald Scott	*Portland*	ΒΘΠ House
Neuren, Alan Peter	*Augusta, Ga.*	ΑΡΥ House

Newell, Stewart Palmer	*Pittsburgh, Pa.*	24 Moore
Newman, Henry Ware, II	*Lexington, Mass.*	ΒΘΠ House
Nicholis, George Ronald	*Lynn, Mass.*	ΑΡΥ House
Nolan, Todd Philip	*New Bedford, Mass.*	ΑΡΥ House
Norris, Stephen Clifford	*Warwick, R. I.*	ΑΔΦ House
Osborn, Michael Everett	*Presque Isle*	22 Coleman
Page, Fred Tefft	*Meriden, Conn.*	ΧΨ Lodge
Parker, Robert Stephen	*North Andover, Mass.*	ΔΣ House
Partnow, Peter Charles	*Framingham, Mass.*	ΧΨ Lodge
Patterson, Robert Bruce, Jr.	*Medford, Mass.*	ΚΣ House
Petit, Michael Roland	*Saco*	220 Maine St.
Pettit, Mark Robert Tilghman, Jr.	*Waterbury, Conn.*	ΧΨ Lodge
Poirier, Ralph James '67	*Holyoke, Mass.*	ΦΔΨ House
Polisner, Jonathan Duane	*Portland*	ΘΔΧ House
Pollock, Alan Albert	*South Orange, N. J.*	23 Appleton
Psoinos, Paul Nicholas	*Lowell, Mass.*	7 Coleman
Pulsifer, Stephen Mackintosh	*Brunswick*	ΑΔΦ House
Quincy, Daniel Alexander	*Boston, Mass.*	ΑΡΥ House
Quinn, Ralph Horton	*Narragansett, R. I.*	22 Coleman
Raffetto, Roger Walter	*Scituate, Mass.*	ΚΣ House
Ramistella, John Morgan	*Waterford, Conn.*	ΔΣ House
Randall, Robert Ephraim Belcher	*Halifax, Mass.*	29 Appleton
Read, Charles Richard	*Boyertown, Pa.*	ΧΨ Lodge
Rector, John Mayo, Jr.	*Washington, D. C.*	ΑΔΦ House
Rettman, Herman Simon	*Canton, Ohio*	ΔΚΕ House
Rice, Michael Frank	*Scarsdale, N. Y.*	ΦΔΨ House
Richards, Jeffrey Codet	*Miami, Fla.*	ΘΔΧ House
Roberson, Charles William	*New Milford, Conn.*	21 Coleman
Roberts, Gary Benjamin	*Levittown, Pa.*	ΧΨ Lodge
Ross, Edward Lorraine	*Gloucester, Mass.*	ΖΨ House
Ross, Jonathan Woodman	*New Canaan, Conn.*	ΔΣ House
Ross, Paul Brian	*Northampton, Mass.*	23 Appleton
Roulston, Thomas William	*Milton, Mass.*	ΑΔΦ House
Rounds, Thomas Carlton	*Portland*	ΚΣ House
Roy, Scott Arthur	*Winslow*	ΑΡΥ House
Rudmin, Floyd Webster	*Plattsburgh, N. Y.*	ΑΡΥ House
Rundlett, Ellsworth Turner	*Brunswick*	159 Maine St.
Russell, Roland James, III	*Canton, Mass.*	ΣΝ House
Ryder, John David	*Dayton, Ohio*	ΔΚΕ House
St. Mary, Jonathan Lawrence '67	*Pittsford, N. J.*	262 Maine St.
Sandstrom, Edward Oliver, Jr.	*Groton, Mass.*	ΑΔΦ House

Sargent, Gary Allison	*Milbridge*	ΦΔΨ House
Scharer, Dennis Robert	*Palos Verdes Estates, Calif.*	24 Moore
Schiller, Myles Stuart	*Belle Harbor, N. Y.*	ΒΘΠ House
Seibel, Robert Franklin	*Fair Lawn, N. J.*	28 Coleman
Sessions, Horace Rochester, Jr.	*Baltimore, Md.*	ΒΘΠ House
Shepard, William Howard, Jr.	*Bangor*	32 Appleton
Sides, Thomas Beecher	*Southport, Conn.*	ΘΔΧ House
Sidman, Ronald Jeffrey	*Milton, Mass.*	28 Coleman
Sinsheimer, Warren Ainsley, III	*San Luis Obispo, Calif.*	ΘΔΧ House
Smith, David Roy	*Ogunquit*	ΨΥ House
Smith, James Whitman	*Cumberland Center*	ΘΔΧ House
Soule, David Bradford, Jr.	*Woolwich*	23 Coleman
Soule, Morton Gilmore	*Portland*	256 Maine St.
Spear, Richard Burnham	*Bath*	ΦΔΨ House
Sprague, Peter Frost	*Philadelphia, Pa.*	ΔΚΕ House
Stone, Bailey Stillman	*Newmarket, N. H.*	8 Winthrop
Strauss, William Edward	*Swampscott, Mass.*	ΚΣ House
Taylor, Gary Alan	*Portland*	ΒΘΠ House
Taylor, Richard Joseph	*Bangor*	ΨΥ House
Thompson, Lloyd Bryan, III	*Edina, Minn.*	ΔΚΕ House
Timberlake, Robert Eugene, Jr.	*Cumberland Center*	ΦΔΨ House
Tomellini, John Edward	*Pawtucket, R. I.*	ΣΝ House
Towle, Gary Leroy	*Portland*	17 Appleton
True, Robert Goward	*Framingham, Mass.*	ΔΣ House
Vanderwaart, Peter Hammond	*Bedminster, N. J.*	ΦΔΨ House
Van Varick, David	*Oradell, N. J.*	15 Appleton
Vose, Donald Francis	*Bridgton*	11 Moore
Walters, Kenneth Russell	*Chelmsford, Mass.*	ΦΔΨ House
Watson, Thomas Meister	*Pittsburgh, Pa.*	5 Appleton
Webb, Richard Drew Silver	*New York, N. Y.*	ΣΝ House
Wehmann, Robert Emmett	*Chappaqua, N. Y.*	ΣΝ House
Whipple, John Aldrich	*Marblehead, Mass.*	ΚΣ House
Whitehurst, Calvin Stanley	*Ettrick, Va.*	ΑΔΦ House
Wilkinson, David Thomas '67	*Weston, Mass.*	7½ McKeen St.
Williams, John David	*Wauwatosa, Wis.*	ΨΥ House
Wilson, Dana Richard	*Wilton, Conn.*	9 Moore
Windeler, Douglas Henry	*New York, N. Y.*	13 Coleman
Winkeller, Mark Joel	*Newton, Mass.*	ΑΡΥ House
Winnick, Jeffrey Mark	*West Hartford, Conn.*	ΑΡΥ House
Winston, Reed Alan	*South Bend, Ind.*	ΒΘΠ House
Yancey, George Fleming Tagger, Jr.	*North Rose, N. Y.*	15 Appleton

Yaw, Robert Eugene, II	*Cedar Rapids, Iowa*	6 Coleman
Young, Marcus Le Grand, Jr.	*El Monte, Calif.*	ΘΔΧ House
Zetlan, Howard Alan	*Salem, Mass.*	ΑΡΥ House

Fall 1965 Semester

Freshmen: Class of 1969

Abbott, Donald Charles	*Natick, Mass.*	24 Winthrop
Abbott, Stephen Frost	*Wellesley, Mass.*	7 Hyde
Abernathy, Walter Corbett	*Lynn, Mass.*	3 Appleton
Anderson, Richard Warren	*Lynn, Mass.*	13 Moore
Anthony, David Chace, Jr.	*East Providence, R. I.*	1 Hyde
Austin, Roger Nelson	*Farmington*	21 Winthrop
Austin, Wayne King	*Portland*	12 Moore
Babcock, William Lane, Jr.	*Lake Charles, La.*	12 Hyde
Bailey, Arnold Basset	*Concord, Mass.*	24 Appleton
Ballinger, Kenneth Everett, Jr.	*Basking Ridge, N. J.*	14 Appleton
Barney, James Mason	*Hamilton, Mass.*	2 Hyde
Barron, Alan Mark	*Chelsea, Mass.*	31 Hyde
Bartlett, Stephen Ives	*Bloomfield, Conn.*	1 Hyde
Battilana, John Thomas	*Westbury, N. Y.*	3 Appleton
Bellamy, Cole Chandler	*Mansfield, Mass.*	A Coleman
Bereika, Gerald Michael	*Whitman, Mass.*	16 Winthrop
Bernstein, Bradley Alan	*Brooklyn, N. Y.*	2 Appleton
Berry, Ralph Lincoln, III	*South Hiram*	12 Winthrop
Beslity, Steven John	*Port Washington, N. Y.*	25 Coleman
Best, Roger Charles	*Syosset, N. Y.*	3 Hyde
Beyer, Edmund Brand	*Milton, Mass.*	10 Winthrop
Bisgrove, Mark Cushing	*Brunswick*	14 Hyde
Black, Barry Harvey	*Medford, Mass.*	25 Hyde
Blackwood, Robert Stuart, Jr.	*South Portland*	24 Coleman
Blaisdell, Bruce Goodridge	*York*	5 Hyde
Block, Marc David	*East Norwich, N. Y.*	1 Coleman
Bowdoin, Everett Seavey, Jr.	*Lynnfield, Mass.*	30 Hyde
Brandenburg, John Gifford	*Washington, D. C.*	4 Hyde
Brennan, Timothy Robert	*Brewer*	29 Hyde
Briasco, Louis Bruno	*Winchester, Mass.*	22 Appleton
Brightman, Mark Buffinton	*Seekonk, Mass.*	29 Coleman
Brown, Edward James, Jr.	*Eastham, Mass.*	29 Coleman
Brown, Kendall Harold	*Bucksport*	20 Coleman

Bryson, Roger Wright, Jr.	*Watertown, Conn.*	30 Hyde
Bulow, David Lawrence	*Trumbull, Conn.*	13 Appleton
Campagna, Gary David	*Needham Heights, Mass.*	13 Moore
Campbell, Paul Hudson, Jr.	*Tenafly, N. J.*	3 Hyde
Carroll, James David	*Franklin, N. H.*	9 Hyde
Carson, Everett Brown	*Lexington, Va.*	26 Coleman
Carvin, Robert Howard	*Stoughton, Mass.*	22 Winthrop
Caswell, Claude Edgar	*Gray*	19 Appleton
Chandler, Barry David	*Portland*	16 Winthrop
Clark, Michael Archibald Campbell	*Scarsdale, N. Y.*	32 Hyde
Clayborne, John Lee	*New York, N. Y.*	9 Hyde
Cole, Kenneth Merle, III	*Bernardsville, N. J.*	14 Appleton
Cooper, John Davidson	*Baltimore, Md.*	18 Appleton
Corrigan, Michael Thomas	*Shelburne, N. H.*	11 Hyde
Corson, Michael Richard	*Watchung, N. J.*	2 Coleman
Corson, Neal Craig	*Madison*	14 Coleman
Cousens, Merrill Carl	*Gardiner*	5 Hyde
Cousins, Lee Elmer	*Northeast Harbor*	20 Moore
Crimmins, Arthur Lawrence, Jr.	*Charleston, W. Va.*	19 Coleman
Crosby, Benjamin Salts, III	*Baltimore, Md.*	13 Hyde
Cummings, Russell Edwin	*North Scituate, R. I.*	11 Appleton
Currie, Allan Drew	*Belmont, Mass.*	20 Moore
Cutter, Erland Alfred	*Westbrook*	30 Appleton
Dane, Joseph Anderson	*Brunswick*	24 Coleman
Davidson, Richard George	*Conway, N. H.*	31 Appleton
DeCicco, Alfred Louis	*Stafford Springs, Conn.*	28 Appleton
DeTroy, Peter John, III	*Oak Park, Ill.*	27 Coleman
Devlin, Timothy O.	*Pasadena, Calif.*	28 Moore
Dinsmore, Charles Earle	*Springvale*	15 Hyde
Donahue, Walter Scott, III	*Pawtucket, R. I.*	26 Moore
Downes, Richard Earle, Jr.	*Auburn, Mass.*	18 Hyde
Dowse, Leonard Huntress, Jr.	*Weston, Mass.*	16 Hyde
Dreyer, William Wade, Jr.	*Salisbury, Md.*	29 Moore
Driscoll, Peter Edson	*Rowayton, Conn.*	1 Hyde
Eddy, Ralph Gordon	*East Woodstock, Conn.*	5 Hyde
Eisenhauer, Eric Robert	*Barrington, R. I.*	25 Moore
Emus, David Herbert	*Foxboro, Mass.*	25 Hyde
Ervin, Robert	*Waterville*	4 Coleman
Esposito, Mark Joseph	*Orange, Conn.*	9 Hyde
Eurenius, Stephen Cheney	*Conway, N. H.*	20 Coleman
Faraci, William Salvatore	*Bradford, Mass.*	11 Hyde

Farwell, Newton Charles	*Kennebunk*	28 Hyde
Fasulo, Michael Arthur	*Portland*	25 Moore
Femino, Dominic Arthur, Jr.	*Salem, Mass.*	30 Coleman
Fenimore, David Louis	*Albany, N. Y.*	28 Appleton
Fenton, Charles Ellis	*San Francisco, Calif.*	4 Coleman
Fenton, Nathaniel Rochester	*Bar Harbor*	13 Hyde
Ferguson, Stephen	*Cranford, N. J.*	1 Appleton
Field, Rodger Carson	*Braintree, Mass.*	17 Hyde
Fisher, Hugh Albert George	*Winchester, Mass.*	4 Appleton
Forsberg, David Paul	*Worcester, Mass.*	18 Hyde
Foss, John Chadbourn	*South Freeport*	32 Coleman
Fowler, John Palmer	*Cape Elizabeth*	10 Appleton
Gage, John Alden, Jr.	*Alexandria, Va.*	19 Hyde
Gauron, Paul Richard	*Amesbury, Mass.*	29 Hyde
Georgitis, William Johnson	*Orono*	25 Coleman
Getsinger, John Robert	*Concord, Mass.*	32 Hyde
Gibson, William Lancelot	*Salem, Mass.*	8 Appleton
Gilman, Owen Winslow, Jr.	*Farmington Falls*	D Coleman
Goodnow, Thomas Bayard	*Moorestown, N. J.*	C Coleman
Goodof, David Alan	*Waterville*	22 Moore
Grace, Arthur Steven	*Providence, R. I.*	20 Appleton
Graham, David Kenneth	*Gorham*	27 Coleman
Griffin, Bruce Stephen	*Haverhill, Mass.*	14 Hyde
Guignard, Michael James	*Biddeford*	E Coleman
Gunter, John Henry, Jr.	*Woburn, Mass.*	21 Hyde
Haley, David Francis	*Machias*	26 Coleman
Hardy, Peter Carl	*Waltham, Mass.*	F Coleman
Harrison, Jeffrey Chisholm	*Brookline, Mass.*	31 Moore
Havey, Dwight Gray	*Machias*	31 Hyde
Horsburgh, Kenneth Phillip, Jr.	*Shaker Heights, Ohio*	2 Moore
Hosmer, James Reed	*Marblehead, Mass.*	23 Hyde
Howes, William Grant, III	*Hyannis, Mass.*	15 Hyde
Hubbard, Hylan Thomas, III	*Lynchburg, Va.*	15 Moore
Ingerowski, Richard Michael	*Portland*	5 Coleman
Ives, Robert Emmel	*New Haven, Conn.*	4 Winthrop
Jackson, Drew Francis	*Waltham, Mass.*	3 Moore
Johnson, Glen Ralph	*Norfolk, Va.*	18 Winthrop
Johnson, Lewis Chamberlayne	*Kensington, Md.*	D Coleman
Johnson, Thomas Arthur	*Evanston, Ill.*	5 Coleman
Johnstone, Robert Warner	*Dedham, Mass.*	4 Moore
Jordan, Bruce Christopher	*Winchester, Mass.*	31 Appleton
Keene, John Tracy, Jr.	*Gloversville, N. Y.*	1 Appleton
Keleher, Paul Albert	*Framingham, Mass.*	19 Hyde

Kelley, William Edwin, Jr.	*Wellesley Hills, Mass.*	6 Winthrop
Ketaineck, Stephen Robert	*West Haven, Conn.*	22 Moore
Knight, David Linvill	*Sewickley, Pa.*	4 Winthrop
Krol, John Francis	*Waltham, Mass.*	3 Moore
Lauren, Bertus Clark	*Bronxville, N. Y.*	30 Winthrop
Lawlor, John Charles	*Dover, N. H.*	11 Coleman
Levine, Philip Lawrence	*Portland*	8 Coleman
Libby, Glenn Francis	*Cohasset, Mass.*	8 Appleton
Lieb, Frederick Gring, Jr.	*Brandenburg, Ky.*	10 Appleton
Logan, Virgil Howard, Jr.	*Dayton, Ohio*	17 Coleman
London, Howard Bernard	*Milton, Mass.*	14 Winthrop
Lowell, Frank Burwell	*Newcastle*	5 Moore
Luster, Allan Vincent	*Chicago, Ill.*	2 Appleton
Lutte, Kenneth Arthur	*Fryeburg*	A Coleman
McArthur, Paul Truxton	*Delmar, N. Y.*	26 Moore
McCroskery, Peter Allan	*Stamford, Conn.*	19 Coleman
McCullough, John Everett	*Rye, N. Y.*	13 Hyde
McDade, Michael William	*Cornish*	31 Hyde
MacDermid, Bruce Galbraith	*West Hartford, Conn.*	6 Moore
McFarland, Edward James, Jr.	*Scarborough*	8 Moore
McGuirk, Robert Alan	*Hingham, Mass.*	24 Hyde
Mackenzie, John Michael	*Rowley, Mass.*	28 Winthrop
Markel, Brett Jay	*Kenmore, N. Y.*	3 Hyde
Marsh, Henry Wysor, III	*Old Lyme, Conn.*	21 Hyde
Martin, George Henry, Jr.	*Danvers, Mass.*	21 Hyde
Martin, Kenneth McGeoch, III	*Framingham, Mass.*	F Coleman
Matorin, Peter Seymour	*Riverdale, N. Y.*	18 Coleman
Merchant, Berkeley Thorne	*Fort Leavenworth, Kan.*	15 Hyde
Mersereau, Richard Alan	*Hamilton, Mass.*	2 Hyde
Metz, Kingsley Gordon	*Freeport, N. Y.*	14 Moore
Mikulak, Ronald Joseph	*Metuchen, N. J.*	18 Winthrop
Moberg, William Karl	*Gorham*	12 Hyde
Montgomery, Timothy John	*South Weymouth, Mass.*	15 Moore
Mooney, Dennis Joseph	*Portsmouth, N. H.*	11 Coleman
Moran, Frederic Elder	*Hingham, Mass.*	28 Hyde
Morris, Peter Charles	*Bridgton*	18 Coleman
Mouradian, George Vahan	*Arlington, Mass.*	16 Moore
Musco, Charles Steven	*Arlington, Mass.*	14 Moore
Nash, Robert Edward	*Cleveland Heights, Ohio*	2 Moore
Neher, Andrew Maysilles	*Wellesley Hills, Mass.*	28 Winthrop
Nelson, Harold Bernhard, Jr.	*Cranston, R. I.*	25 Hyde
Nelson, Thomas Glenn	*Essex Fells, N. J.*	7 Hyde

Niles, Lawrence James	*Portland*	29 Hyde
Norton, Philip William	*South Portland*	17 Moore
Novick, James Landa	*Brooklyn, N. Y.*	19 Moore
Ortman, Glen Lee	*Williamstown, Mass.*	9 Appleton
Ossoff, Robert Henry	*Beverly, Mass.*	2 Coleman
O'Toole, Lawrence George	*Winchester, Mass.*	22 Appleton
Pagar, David Martin	*New Britain, Conn.*	2 Winthrop
Parker, Charles Ellington, III	*Leonia, N. J.*	27 Moore
Parmenter, Richard Alan	*Centerville, Mass.*	11 Appleton
Parsons, Jonathan Day	*Gloucester, Mass.*	27 Moore
Parsons, Theophilus, Jr.	*Woodstown, N. J.*	32 Coleman
Paulding, Richard Lawrence	*Cohasset, Mass.*	12 Appleton
Pearce, Douglas Arthur	*Snyder, N. Y.*	5 Moore
Perkins, Dennis Jon	*Bath*	30 Moore
Petrie, Robert Maxwell	*Hingham, Mass.*	7 Hyde
Pierce, James Alan, Jr.	*East Rochester, N. Y.*	19 Hyde
Pierce, John Winthrop	*South Portland*	4 Appleton
Pierce, Josiah	*New York, N. Y.*	1 Moore
Pope, Ralph Hawkins	*Braintree, Mass.*	16 Hyde
Potter, Alan Dana	*Groveton, N. H.*	4 Hyde
Prager, Harvey Melvin	*Peekskill, N. Y.*	32 Moore
Pratt, Benjamin Remington, Jr.	*Schuylerville, N. Y.*	8 Moore
Princi, Michael John	*Winthrop, Mass.*	6 Appleton
Pritchard, John Francis	*Arlington, Va.*	24 Appleton
Rachlin, Robert Wolf	*Syosset, N. Y.*	27 Hyde
Ramsay, Philip David	*Dexter*	17 Moore
Rea, Fred Campbell	*Cartersville, Va.*	16 Coleman
Reed, Edgar Moore	*West Hartford, Conn.*	6 Moore
Reed, Stephen Douglas	*Newcastle*	20 Hyde
Reed, Stephen Lombard	*West Bridgewater, Mass.*	E Coleman
Rhodes, William Michael	*Glens Falls, N. Y.*	27 Hyde
Roderick, Charles Richard	*East Providence, R. I.*	14 Coleman
Rogers, Timothy Gordon	*Morristown, N. J.*	30 Coleman
Rowe, Kenneth Evans	*Belmont, Mass.*	23 Hyde
Ruffin, Caulbert Bernard, III	*Washington, D. C.*	1 Coleman
Rust, David Dugal	*Cohasset, Mass.*	B Coleman
Rutherford, John Curtis	*Lexington, Mass.*	4 Moore
Ryan, John Edward	*Brunswick*	26 Appleton
Sabasteanski, Frank Fabean, Jr.	*Brunswick*	21 Winthrop
Sabin, Timothy Allen	*Cape Elizabeth*	6 Hyde
Samp, John Barnes	*Cambridge, Mass.*	16 Coleman
Sanford, Barry John	*Bar Harbor*	16 Moore

Saporiti, Robert Charles	*Braintree, Mass.*	32 Winthrop
Scalise, James Joseph	*New Britain, Conn.*	10 Winthrop
Schultz, John Ganley	*York, Pa.*	C Coleman
Schwab, John Milton	*University City, Mo.*	22 Winthrop
Sewall, Richard Stephen	*Waterville*	29 Moore
Sewall, Stephen Arthur	*Orono*	24 Winthrop
Sheehy, Thomas Joseph, III	*Roslyn Heights, L. I., N. Y.*	6 Appleton
Sherwood, John Frank	*Portland*	17 Coleman
Shumway, Herbert Milton, Jr.	*West Hanover, Mass.*	17 Hyde
Siamwiza, Mwindaace Nkongwa	*Choma, Zambia*	6 Hyde
Simmons, Jay Wesley, II	*Wilmington, Del.*	31 Moore
Simmons, Walter Warren	*North Quincy, Mass.*	30 Winthrop
Skillings, John Carver	*Holden, Mass.*	10 Moore
Smales, Robert Thomas, Jr.	*Stoughton, Mass.*	12 Winthrop
Smith, Judson Darryl	*Winterport*	12 Coleman
Smith, Richard Warren	*Bath*	19 Moore
Smyth, Robert William	*Westbrook*	30 Appleton
Spencer, Richard Harold, Jr.	*Falmouth*	13 Appleton
Staples, John Scott	*San Juan, Puerto Rico*	26 Appleton
Stocking, Frederick Burgin	*Beloit, Wis.*	30 Moore
Sullivan, David Mark	*Amherst, Mass.*	11 Hyde
Sullivan, Joseph Timothy	*Wellesley Hills, Mass.*	24 Hyde
Sutherland, Alec Dean	*Newton Centre, Mass.*	2 Winthrop
Talbot, James Rich, III	*Machias*	3 Coleman
Taverna, Michael Anthony	*Arlington, Mass.*	B Coleman
Tenney, Michael	*Newport, N. H.*	17 Hyde
Thomas, Elias, Jr.	*Portland*	1 Moore
Thompson, Stephen Tiffany	*Colebrook, Conn.*	28 Moore
Tootell, Gregory Alan	*Branford, Conn.*	20 Hyde
Tulonen, Rodney Arthur	*Fitchburg, Mass.*	19 Appleton
Vest, James Christopher, Jr.	*St. Louis, Mo.*	13 Winthrop
Walker, Bryant Anthony	*New Haven, Conn.*	12 Appleton
Walsh, Barent Warren	*Amherst, N. H.*	20 Appleton
Walton, Kenneth R.	*Seal Harbor*	12 Moore
Weare, Michael George	*Ogunquit*	12 Coleman
Webb, Michael Terry	*Pittsburgh, Pa.*	32 Winthrop
Weld, Stephen Minot	*Milton, Mass.*	9 Appleton
Whitten, Charles Evart	*Lincoln*	32 Moore
Wilkes, Greg Stuart	*Stamford, Conn.*	27 Hyde
Williams, Frederick Marc	*Meadville, Pa.*	10 Moore
Williams, William Harrison	*Bernardsville, N. J.*	23 Hyde

Williamson, Chilton, Jr.	*New York, N. Y.*	18 Appleton
Woodman, Robert Blaine	*Wellesley Hills, Mass.*	6 Winthrop
Workman, Stephen Banfield	*Portland, Ore.*	14 Winthrop
Wormell, Richard Leroy	*Portland*	8 Coleman
Wright, Robert Stephen	*Bethesda, Md.*	3 Coleman
Zottoli, Steven Jaynes	*Scituate, Mass.*	13 Winthrop

Fall 1965 Semester

SPECIAL STUDENTS

*Brolsma, Maarten Jan	*Schoonhoven, The Netherlands*	ΔΣ House
*Conard, Philippe	*Avranches, France*	ΖΨ House
*Gerson, Johannes Hein	*The Hague, The Netherlands*	ΘΔΧ House
*Gunnarsson Thomas Eric Wilhelm	*Malmö, Sweden*	ΨΥ House
*Hammarström, Åke Rolf	*Sveg, Sweden*	ΧΨ Lodge
*Holberg, Karl Ludvig	*Levanger, Norway*	ΚΣ House
McWilliams, William Alexander, Jr. G'57	*Brunswick*	R-1 Brunswick Apts.
*Ndang, Joseph Bukwara Mofor Elly	*Santa, Bamenda, West Cameroon*	ΦΔΨ House
*Nilsson, Swen Walter	*Ekshärad, Sweden*	ΣΝ House
*Nortier, Johan Willem Rijkus	*Alblasserdam, The Netherlands*	ΔΚΕ House
Payson, Albion Little G'58	*North Yarmouth*	North Yarmouth Academy, North Yarmouth

Students whose names are marked by an asterisk are "Special Students" attending Bowdoin under the terms of the "Bowdoin Plan," which is described on pages 177-178.

Students Enrolled at Columbia University under The Bowdoin-Columbia School of Engineering Combined Plan

Vorbeck, John Carsten
Warren, Robert Emmett

Enrollment by Classes and by States

FALL 1965 SEMESTER

Numerical Summary of Students

Class of 1969	248	Class of 1964	4
Class of 1968	231	Class of 1963	4
Class of 1967	179	Class of 1941	1
Class of 1966	205	Specials	11
Class of 1965	8		891

Geographical Distribution

Massachusetts	291	Louisiana	1
Maine	207	Mississippi	1
Connecticut	78	Nevada	1
New York	77	Oregon	1
New Jersey	42	South Carolina	1
Pennsylvania	24	Texas	1
New Hampshire	21	Vermont	1
Rhode Island	20	Washington	1
Virginia	14	West Virginia	1
California	11	Puerto Rico	3
Illinois	11		
Ohio	11	*Foreign Countries:*	
Maryland	9	Bechuanaland	1
Missouri	7	Canada	1
District of Columbia	5	Egypt	1
Delaware	4	France	1
Michigan	4	Free China	1
Wisconsin	4	Korea	1
Georgia	3	Lebanon	1
Wyoming	3	Netherlands	3
Colorado	2	Nigeria	2
Florida	2	Norway	1
Kentucky	2	Sweden	4
Minnesota	2	Switzerland	1
Arizona	1	West Cameroon	2
Indiana	1	Zambia	1
Iowa	1		891
Kansas	1		

Directory of Students

The following students, whose names do not appear in the Directory of Students in the Catalogue for 1964-1965, attended Bowdoin during the Spring 1965 Semester:

Abbott, John Hayden '63	*Houlton*
Dwyer, Terrence John Patrick '65	*Lexington, Mass.*
Smith, Richard Arnold, Jr. '64	*Northeast Harbor*
Wilkinson, David Thomas '67	*Weston, Mass.*

The following students, whose names already appear in the Directory of Students in the Catalogue for 1964-1965, attended Morehouse College, Atlanta, Georgia, under the Bowdoin-Morehouse Exchange Program during the Spring 1965 Semester:

Hoen, Richard William '67
Hopkins, Carl Douglas '66
Slosberg, Kenneth Barry '67

The following Morehouse College students, whose names do not appear in the Directory of Students in the Catalogue for 1964-1965, attended Bowdoin under the Bowdoin-Morehouse Exchange Program during the Spring 1965 Semester:

Guile, Earl Ernest, Jr. '65	*Florence, S. C.*
Thomas, Matthew '66	*Atlanta, Ga.*

[illegible]doin College Bulletin

[illegible]ssions of 1966-1967

Number [illegible]

[illegible]